

THE
NORTH CENTRAL
ASSOCIATION
QUARTERLY

Volume XXX

January, 1956

Number 3

What Must We Do to Be Saved?

Enduring Values in Education

Program of Commission on Colleges
and Universities

Accrediting by Commission on
Colleges and Universities

United States Air Force Academy

Eight-Four Plan in NCA Territory

Sixty-first Annual Meeting, April 9-13,
1956, Palmer House, Chicago

THE NORTH CENTRAL ASSOCIATION QUARTERLY

*The Official Organ of the North Central Association of Colleges
and Secondary Schools*

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THE NORTH CENTRAL ASSOCIATION QUARTERLY is published by the North Central Association of Colleges and Secondary Schools on the first day of July, October, January, and April. It is the official organ of the Association, and contains the proceedings of the annual meeting of the Association, together with much additional material directly related to the work of the Association. The regular subscription price is \$4.00 a year. The July number is priced at \$1.75; the others, \$1.00 each. All members of the Association—institutional and individual—are entitled to receive the QUARTERLY as part of their annual fees. A special subscription price of \$3.00 per year is permitted to school libraries, college libraries, and public libraries and to individuals connected with North Central Association membership institutions.

Publication Office: The George Banta Inc., Company, Menasha, Wisconsin.

Executive and Editorial Office: 4019 University High School Building, Ann Arbor, Michigan.

Entered as Second-Class matter at the Post Office at Menasha, Wisconsin, under the Act of August 24, 1912. Acceptance for mailing at the special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized March 8, 1919.

PRINTED IN THE U.S.A.

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Volume XXX CONTENTS FOR JANUARY Number 3



	PAGE
ASSOCIATION NOTES AND EDITORIAL COMMENTS	237
The NCA Launches Another Major Project—Policies and Regulations of the Executive Committee of the North Central Association—Rules of Procedure of the Commission on Secondary Schools—Summary of the Work of the Committees of the Commission on Research and Service—Ninth Annual Meeting of State Chairmen—Brumbaugh Points to Needed Educational Research in the South—Fraternal Delegates Report on Their Visits to Other Associations—A Progress Report on the Annual Meeting in April, 1956—Contributors to This Issue.	
WHAT MUST WE DO TO BE SAVED?	Palmer Hoyt 260
ENDURING VALUES IN EDUCATION	Earl R. Siefert 267
FUTURE PROGRAM OF THE COMMISSION ON COLLEGES AND UNIVERSITIES . . .	C. S. Hilberry 274
ACCREDITING PROGRAM FOLLOWED BY THE COMMISSION ON COLLEGES AND UNIVERSITIES	Manning M. Pattillo 278
THE UNITED STATES AIR FORCE ACADEMY—THE NATION'S NEWEST SERVICE COLLEGE	Lt. Col. William C. Cox 281
TREND AWAY FROM THE EIGHT-FOUR PLAN IN NORTH CENTRAL TERRITORY	Arthur C. Clevenger 284
COLLEGE CREDIT FOR WORKSHOPS, TRAVEL TOURS, AND EXTENSION CLASSES	Russell E. Jonas 295
PSYCHOLOGICAL TESTING AS PART OF THE MASTER'S-DEGREE PROGRAM IN EDUCATION	Harold W. See 299



Association Notes and Editorial Comments

THE NCA LAUNCHES ANOTHER MAJOR PROJECT

THE APRIL QUARTERLY will carry a basic description of a new project for which \$125,000 has been awarded by a well-known Foundation which will be named at that time. The treasurer of the Association has been authorized to accept this large sum and, of course, to disburse it as needed. The Commission on Research and Service is accredited with the project and will supervise it through the Committee on Experimental Units. Edgar Stonecipher, currently president of the Association and for many years chairman of the Committee, will be assisted as supervisor by Bruce Guild, superintendent of schools at Iron Mountain, Michigan, and chairman of the Subcommittee on Publications on Foreign Affairs. The long list of Experimental Units for use by high school students in social studies classes which have sold by hundreds of thousands has grown under Mr. Stonecipher's direction. That he has been joined by Mr. Guild in this new project means that two veterans in secondary education will unite their knowledge and their talents in the production of a new series of units on International Relations.

The Association is not inexperienced with undertakings of this magnitude. In 1931 it set up the Committee of

Fifteen to make an exhaustive study of accrediting procedures for higher educational institutions. The Committee produced the *Revised Manual of Accrediting* which, it may truly be said, emphasizes a "spiritual" rather than the out-moded material evaluation of such institutions. In the early thirties, the work of the Cooperative Study of Secondary School Standards also began which continues to this day and probably has done more to focus diffused thinking about the character of secondary education through the publication and subsequent revision of the *Cooperative Criteria* than any other body since the formulation of the *Cardinal Principles* in 1918. Finally, the Department of Defense Committee succeeded in securing the cooperation of all branches of the Armed Forces and nine educational associations and agencies in the preparation and distribution of *Your Life Plans and the Armed Forces*, "designed to assist high school youth in making adequate and realistic plans for their futures, to inform them of the choices open to them in fulfilling their probable military obligations, and to describe the opportunities for continuing their education while in service." Together with its *Teachers Handbook* this unit was released for use at the beginning of the current school year. Only those who

stand closest to this project understand its magnitude.

And now, with a tremendous educational potential, the preparation of the series on International Relations is getting under way. Plans call for a field test along the way in some hundreds of schools. Consequently, the finished materials will not be created by a central group only.

HARLAN C. KOCH

POLICIES AND REGULATIONS OF THE
EXECUTIVE COMMITTEE OF THE
NORTH CENTRAL ASSOCIATION

Approved October 28, 1955

A. Membership in the Association

1. Member institutions of the North Central Association may not be accredited as members of other Regional Associations.
2. The membership of new secondary schools, colleges and universities shall begin on the date the Association takes action approving the institutions for membership.

B. Executive Committee

1. The Vice President of the Association shall be selected as prospective material for President the succeeding year.
2. The representatives of the Association to the American Council on Education shall be the President and Secretary of the Association, the Chairman and Secretary of the Commission on Colleges and Universities, and one representative each of the Commission on Secondary Schools and the Commission on Research and Service, appointed by the President and approved by the Executive Committee.
3. The President of the Association shall appoint a standing Committee on Honorary Members and an Advisory Committee on the Annual Meeting, subject to the approval of the Executive Committee.

C. Provision for Finance

1. The Treasurer of the Association shall provide a balance sheet as of June 1 for the closing fiscal year as a basis for formulating the budget for the ensuing fiscal year. Copies of the balance sheet shall be furnished all agencies responsible for making the budget.
2. The Treasurer may transfer funds to the savings account subject to the approval of

the President and Secretary of the Association.

3. The Treasurer shall pay the expenses of regular meetings of the Executive Committee and expense vouchers for members of Commissions, the Executive Committee, and committees of these bodies when they are approved by the following persons:

For Commission on Research and Service: signature of the Secretary of the Commission;

For the Executive Committee: signature of the Secretary of the Association;

For the Commission on Secondary Schools: signature of the Secretary of the Commission;

For the Commission on Colleges and Universities: signature of the Secretary, or Associate Secretary, of the Commission;

For Secretary's Office, and for Committees of the General Association: signature of the Secretary of the Association;

For QUARTERLY expenses: signature of the Editor of THE QUARTERLY;

For Treasurer's Office: signature of the Treasurer;

For payment of royalty to authors of Experimental Units: signature of Secretary of Commission on Research and Service;

For payment from contract funds: signature of person designated in the contract;

For payment of expense of President's Office: signature of the President.

4. The Executive Committee shall endeavor to maintain a surplus fund of ten thousand dollars as a reserve for financial emergencies.

D. The Annual Meeting

Exhibits, other than those of the Association, the Commissions, and agencies of the Association, are prohibited at the Annual Meeting.

2. The official program of the Association shall not contain announcements of meetings other than those directly connected with the Association.

3. Fees may be paid to speakers at the General Sessions of the Annual Meeting who are engaged in non-educational fields and/or in fields of education in territory outside the Association. Expenses for speakers for Commissions who live outside North Central Association territory or who do not normally attend the Annual

Meeting may be paid upon approval of the President and Secretary of the Association.

E. The North Central Association QUARTERLY

1. The list of member institutions with location, name and title of the administrator and date of admission to membership, shall be published in THE QUARTERLY. No discriminating symbols indicating approval, advisement, or warning of institutions are to be used.
2. The names of all new member institutions and of all institutions dropped or voluntarily withdrawing from the Association, together with location, are to be published in the report of the Secretary of the appropriate Commission.
3. The name and location of colleges and universities accredited by other Regional Associations shall be published in THE QUARTERLY.
4. The names, addresses, and titles of the Executive Committee, the Commissions, and Committees of these bodies shall be published in THE QUARTERLY.
5. Within thirty days after the Annual Meeting the Secretary of each Commission shall furnish the Secretary of the Association with correct duplicate copies of its officers, members, and committees. The secretary shall supply the Editor of THE QUARTERLY with a correct copy of the official roster of the Association.
6. No advertisement shall be published in THE QUARTERLY.
7. THE QUARTERLY shall be sent gratis for one year to the fraternal delegate from each Regional Association.

F. Committees

1. It shall be the policy of the Executive Committee to encourage a continuing turnover in personnel of committees.
2. Projects carried on by agencies of the Association which require support by a Foundation must be approved by the Executive Committee. The Secretary of the Association must be informed in advance of an intention to direct a formal request for funds to any Foundation.

G. Employees

1. All salaried employees must participate in Social Security.

H. Honorary Memberships

1. The President shall appoint a committee to consider and to make recommendations for Honorary Memberships.
2. The administrative committee of each Commission is urged to make nominations

of members of the Commission who because of years and quality of service are recommended for honorary memberships. Such nominations shall be accompanied by statements showing the basis of the recommendations.

3. Nominations from Commissions should be given to the Honorary Membership Committee by the time of the meeting of the Executive Committee at the end of the fiscal year.
4. The awarding of the Honorary Membership shall be a formal presentation at an annual meeting.

I. The Secretary

1. The Executive Committee shall elect the Secretary of the Association in accordance with the provisions of the Constitution. The Secretary shall devote three-fourths of his time to the business of his office and of the Association and one-fourth to the member institution with which he is officially connected. The term of office of the Secretary shall be six years. He shall be eligible to reelection as the Executive Committee desires.
2. The Secretary shall be paid a salary commensurate with the status of the office. He shall be provided with secretarial and such other institution with which the business of the office requires. He shall be granted an annual vacation with salary, to be taken at his discretion and shall be permitted to accept summer session or other professional appointments provided such appointments do not interfere with the performance of his functions and duties.
3. The Secretary shall be the agent for coordinating the activities of the Association. He shall be the liaison officer between the Executive Committee and the Commissions and/or Committees of the Executive Committee and the Commissions. He shall be responsible for communication and the correspondence of the Association and the Executive Committee but he shall have no authority or responsibility for interpreting criteria or matters concerning accreditation of secondary schools, colleges, or universities.
4. The Secretary shall be responsible for the performance of the following duties:
 - a. Providing the agenda and keeping and filing the minutes of the meetings of the Executive Committee and filing in his office the minutes of the respective Commissions and all Committees of the Association.
 - b. Acting ex officio as Secretary of such

- committees as the Executive Committee or the President of the Association shall direct.
- c. Providing and carrying into effect the program of public relations for the Association and the publicity for the Annual Meeting in accordance with the directions of the Executive Committee.
 - d. Printing all records, forms, reports, and other materials for the Commissions and materials for publicity and all other materials approved by the Executive Committee.
 - e. Furnishing a roster of the Association to the members of the Executive Committee, the Administrative Bodies of the Commissions, the State Chairmen, and such other persons as need them as soon as he has the correct data from the Secretaries of the Commissions.
 - f. Writing appropriate letters to the families of deceased prominent members or officials of the Association.
 - g. The sale of reports, reprints, brochures, and other publications not assigned to commercial houses.
 - h. Arranging accommodations for the Annual Meeting, including room reservations for meetings of the Association, Commissions, Committees, obtaining speakers for the general sessions of the Association, providing the annual meeting program, and performing such other duties as are delegated by the President, the Executive Committee, and the Commissions.
 - i. Appointing representatives of the Association to special college functions such as inaugurals and centennials, without cost to the Association for travel or subsistence.
 - j. Performing such other duties as are determined by the Executive Committee in cooperation with him.
- J. Changes in these Policies and Regulations may be made at any regular meeting of the Executive Committee by a two-thirds vote of members present.

RULES OF PROCEDURE OF THE
COMMISSION ON SECONDARY
SCHOOLS

Adopted March 31, 1949

Article I. Object

The object of the Commission shall be to represent the member secondary schools in their relations with the

Association and to encourage and assist these schools in the development, maintenance, and continued improvement of a program of secondary education that will satisfy the needs, interests, and abilities of the individual pupils.

Article II. Membership

Section 1. The Commission on Secondary Schools shall consist of the members of the committee on secondary schools for each of the several states comprising the territory of the Association and eighteen other persons elected by the Commission, subject to the approval of the Association, for a period of three years, one-third of this number to be elected each year. The term of office shall begin on July 1, following the annual meeting.

Section 2. The State Committee on Secondary Schools shall consist of:

1. A member of the faculty of the state university whose assignment is in the field of secondary education, to be nominated by the president of the university;
2. the director of secondary education of the state department of public instruction or, in case there is no such officer, a member of the staff of the commissioner of education or superintendent of public instruction, designated by him;
3. and, for states having fewer than 300 high schools accredited by the Association, three administrative heads of secondary schools accredited by the Association; and, for states having 300 or more high schools accredited by the Association, five administrative heads of secondary schools accredited by the Association.

In the event that the president of the state university should refuse or fail to designate a member of the faculty to serve on the State Committee on Secondary Schools, and/or in the event that the superintendent of public instruction or commissioner of education should refuse or fail to designate a member of his staff to serve on the State Committee, the Executive Committee of the Association shall fill such

vacancies by nominating for election by the Association persons recommended by the Commission on Secondary Schools.

The administrative heads of secondary schools to be included in the membership of a State Committee shall be selected for membership by a majority vote of the administrators of the member schools of the North Central Association within the state. Their names shall be transmitted to the Secretary of the Commission on Secondary Schools by the Chairman of the State Committee. Upon approval of the Commission on Secondary Schools, the name shall be transmitted to the Executive Committee which shall place the names in nomination for election by the Association. The term of membership of administrative heads of secondary schools on State Committees shall be three years. No such member shall serve more than two consecutive three-year terms.

Section 3. No member of the Commission on Secondary Schools may serve for more than six years consecutively, excepting (1) the two members of each state committee who represent the state university and the state department of public instruction respectively and who automatically shall remain members of the Commission until their retirement from the state committee, and (2) the members of the Administrative Committee of the Commission on Secondary Schools who automatically shall remain members of the Commission until their retirement from the Administrative Committee.

Section 4. The Chairman of the State Committee shall be either the representative of the state university or of the state department of education on the committee and shall be selected by majority of the State Committee, subject to the approval of the Execu-

tive Committee. He shall be elected for a term of four years, and shall be eligible to succeed himself, but may continue in office only so long as he is a member of the State Committee.

In the event of a vacancy in the chairmanship during the term of office of an incumbent, the State Committee shall elect a chairman to complete the unexpired term. The meeting for this purpose shall be called by the secondary school representative having the longest tenure on the committee.

Article III. Officers and Committees

Section 1. The officers of the Commission shall be a chairman and a secretary. The chairman shall be elected at an annual meeting of the Commission for a term of one year or until his successor is elected and installed. The secretary shall be elected by the Administrative Committee and shall serve until his successor is elected and installed.

Section 2. The Chairman shall be the executive officer of the Commission and shall preside over all meetings of the Commission and shall call and preside over all meetings of the Administrative Committee of the Commission. He shall be ex-officio member of all standing and special committees and shall perform all such duties as usually pertain to the office of chairman.

Section 3. In the event of a vacancy in the chairmanship of the Commission on Secondary Schools the Administrative Committee shall designate a temporary chairman to serve until the next annual meeting of the Association.

Section 4. The Secretary shall keep all minutes of the meetings of the Association, of the Administrative Committee, and all other necessary records. Within thirty days after the close of each meeting of the Administrative

Committee, he shall prepare and forward to the chairman of each state committee a copy of the minutes of such meeting. In the interim between meetings of the Commission and in response to requests from the chairmen of state committees, he shall interpret the provisions of the Policies, Regulations, and Criteria. Any appeal from the interpretations and decisions of the Secretary of the Commission shall be made to the Executive Committee of the Association.¹

Section 5. There shall be an Administrative Committee of the Commission composed of the Chairman, the preceding Chairman, the Secretary, and four (4) members elected by the Commission at the time of the annual meeting for four-year terms, one member to be elected each year.

During the interval between the Annual Meetings of the Association, the Administrative Committee of the Commission on Secondary Schools shall have the authority to carry on the necessary business of the Commission on Secondary Schools.

All acts of the Administrative Committee shall be subject to review by the Commission except where the Committee has been given final authority.

Section 6. In addition to ex-officio members, the Executive Committee of the Association consists of four (4) elected members, one term expiring each year. The Commission on Secondary Schools shall suggest to the Executive Committee each third year one member of the Commission for nomination to the Association for election to the Executive Committee.

Section 7. The Chairman of the Commission shall appoint a committee of three members whose duty it shall be to nominate suitable persons for each of the elective offices of the

Commission. Nothing in this section shall be construed to limit the privilege of any member of the Commission to nominate officers from the floor.

Article IV. Functions

The Commission shall prepare for the guidance of member schools and secondary schools seeking the approval of the Association a bulletin setting forth policies, regulations, conditions for accrediting, and criteria for the evaluation of secondary schools. Prior to the publication of this bulletin, it shall be submitted by the Executive Committee to the Association for approval or rejection.

The Commission shall receive and consider applications and reports from secondary schools within the territory of the Association seeking approval for membership in the Association; shall make such examinations and evaluations of these schools as it deems necessary; shall make such examination and evaluations of member schools as conditions may require; shall request periodic reports from member schools; shall prepare a list of secondary schools recommended by the Commission for accrediting by the Association; shall submit to the Executive Committee for final approval by the Association the lists of members elected by the Commission; shall submit for approval to the Executive Committee its proposed budget; and, with the approval of the Executive Committee, shall make and publish studies of educational problems.

The Commission on Secondary Schools may, with the approval of the Executive Committee, grant a secondary school the necessary freedom to carry on any educational experiment that the Commission has approved.

Article V. Meetings

The annual meeting of the Commission shall be held at the time and place

¹ For the necessary procedures, see THE QUARTERLY for October, 1955, page 170.

of the Annual Meeting of the Association.

Article VI. Quorum

At any meeting of the Commission a quorum shall consist of thirty (30) members of the Commission representing a majority of the member states.

Article VII. Amendments

These rules of procedure may be amended at any regular meeting of the Commission by a majority vote of the members present provided such amendment has been presented to the Commission and delivered to the Secretary in written form twenty-four hours prior to the vote.

SUMMARY OF THE WORK OF THE COMMITTEES OF THE COMMISSION ON RESEARCH AND SERVICE AS OF OCTOBER 17, 1955*

Introductory Statement

THE COMMITTEES of the Commission on Research and Service function in accordance with the purposes of the Commission as set forth by the Constitution of the North Central Association. The purposes are:

1. To initiate, plan and carry forward studies in the fields of educational and institutional research and service pertaining to universities, colleges, and secondary schools, subject to the approval of the Executive Committee.
2. To engage in such research, study and activity as either of the other two Commissions may request provided it is approved by the Executive Committee.
3. To engage in such research study and activity as the Executive Committee may request.
4. To furnish leadership in interpreting its

research findings and in focusing attention on those problems which need additional consideration.

5. To stimulate schools and colleges to review such research studies and activities.

I. Committee on Teacher Education, T. H. Broad, *General Chairman*

A. Subcommittee on Liberal Arts Education, Russell M. Cooper, *Chairman*

1. Work shops and conferences during the summer months.

- a. During the summer the Committee again sponsored two workshops in higher education. One was held at the University of Minnesota June 13 to July 8, 1955, and the other at Michigan State University from July 25 to August 19, 1955. These two workshops were attended by representatives from 58 of the colleges in the North Central Study and a few visitors from other institutions.

- b. During the coming academic year the program will continue to be directed by Dr. Lewis B. Mayhew, of Michigan State University, and a staff of six coordinators. They are Carl L. Bailey, of Concordia College; Ivan Dykstra, of Hope College; Arthur F. Engebert, of Mt. Union College; Haridas T. Muzumdar, of Cornell College; E. Ray McCartney, of Ft. Hays State College; and Williams J. McKeefery, of Alma College. The coordinating committee met at East Lansing on October 1-2 to plan the emphases and procedures for the year.

- c. In addition to individual campus activities, five intercollegiate faculty conferences will be held on week-ends during the year in the states of Arkansas, Oklahoma, West Virginia, Indiana, and Minnesota. It is anticipated that these will attract about 800 professors from colleges of those states and surrounding areas, representing all aspects of the curriculum.

2. A workshop for presidents was held in March, 1955.

B. Subcommittee on In-Service Education of Teachers, Paul W. Harnly, *Chairman*

1. The subcommittee is undertaking a special study which deals with non-academic youth. Mr. Nickel, Prin-

* This report is comparable to the one which Mr. Murphy delivered to the state chairmen assembled at the University of Colorado, September 3-5, 1955. As the reader will see, the interests of the Commission on Research and Service ramify widely through the committees named in this report.—EDITOR

cial of West High School, in Wichita, Kansas, is undertaking the study as graduate work. Dr. Stephen Romine, of the University of Colorado, will serve as his advisor. State chairmen have been asked to suggest schools where an instrument may be used to determine some of the aspects of the program for non-academic youth. The present approach to the study involves the following steps:

- a. Defining the problem.
 - b. Securing typical practices which may be of value for description purposes.
2. The evening discussion groups for the Annual Meeting in April, 1956, will be developed in line with the problems of the inservice education of teachers.
- C. Subcommittee on Institutions for Teacher Education, E. F. Potthoff, *Chairman*
1. A workshop was held at the University of Minnesota.
 2. Twenty-one of 76 institutions are participating in conferences. More are becoming interested each year.
 3. Monthly news bulletins and packet services are being continued.
 4. Coordinators of the project are visiting some 21 participating institutions.
 5. A history of this project is being prepared and should appear in tentative form this year.
- D. Subcommittee on Teacher Education in Multipurpose Institutions, Milo Bail, *Chairman*
1. The initial activity of this new subcommittee was to conduct a conference at Wayne University this fall (1955). However the death of Dean Lessenger resulted in postponement of the conference and probably a cancellation. (The conference was cancelled.—EDITOR)
 2. The subcommittee plans to meet this fall to review the problems in connection with their sphere of work and to formulate objectives and guides for the work of 1955-1956.
- E. Subcommittee on Student Teaching
1. This is a new committee which the Executive Committee asked the Commission on Research and Service to establish. The members of this subcommittee have not been appointed. Plans are to appoint the members during the fall of 1955.

II. Committee on Experimental Units, J. E. Stonecipher, *Chairman*

1. Pamphlets with nine different titles have been published since 1951. Two have been revised and brought up to date—"Why Taxes" and "Youth and Jobs." "Atomic Energy—A Two-Edged Sword" is ready for distribution.
2. 40,527 copies of the pamphlets were sold in 1954. 29,450 copies were sold during the first half of 1955. This noticeable increase over 1954 is an indication of the rising interest in the materials among secondary schools and colleges.
3. The Executive Committee has approved the production of a series of pamphlets which will deal with the problem of understanding foreign relations. A Foundation grant has been obtained to be used under the direction of the subcommittee. A director will be appointed and the publishing will be done by the Science Research Associates, of Chicago. The subcommittee will coordinate and supervise the materials to be developed under the direction of the director and published by S.R.A. The materials will be refined through experimentation in N.C.A. pilot schools.

III. Committee on Current Educational Problems, J. Fred Murphy, *General Chairman*

- A. Subcommittee on Articulation of High Schools and Colleges, Clyde Vroman, *Chairman*
1. The following problems are being considered:
 - a. Rapport between high schools and colleges
 - b. Effective continuity in educational process
 - c. Identification of competencies
 - d. Effect of changes at any educational level
 - e. Curriculum in high school and college
 - f. College campus visitations by high school seniors
 - g. Trends in awarding scholarships
 2. Individual members of the subcommittee are working on the problems listed above. State chairmen and selected officers from colleges and universities will assist in setting forth the good practices to be studied by the subcommittee.
 3. The subcommittee will coordinate and administer the panel discussions to be held on Tuesday evening, April

10, 1956, at the Annual Meeting in Chicago. The three Commissions will have representatives on the panel to deal with the problems related to articulation between high schools and colleges.

B. Subcommittee on Reading Improvement, Russell Cosper, *Chairman*

1. The subcommittee is studying this problem from the standpoint of "developmental reading."
2. Plans are to present three manuscripts for publication in *THE QUARTERLY*. The main purpose will be to stimulate schools and colleges in this timely subject and to suggest ideas which may be helpful in developing the program.
3. The three manuscripts are to deal with the following topics:
 - a. Definition of problems
 - b. Description of approaches and methods used
 - c. Administrative procedures and successful programs

C. Subcommittee on Television, Donald Emery, *Chairman*

1. This subcommittee was transferred by the Executive Committee to the Commission on Research and Service in June, 1955. It now is a subcommittee of the Committee on Current Educational Problems.
2. The subcommittee has approached the problem in the following ways:
 - a. Developed a viewpoint about television in education
 - b. Reviewed work of the national and other groups dealing with television in education
 - c. Surveyed secondary schools to determine what use is made of television in instructional procedures.
 - d. Studied N.C.A. colleges and universities offering television instruction.

3. The subcommittee is to publish reports of its findings and to have a very special panel discussion on Wednesday afternoon, April 11, 1956, at the Annual Meeting in Chicago.

J. FRED MURPHY, *Secretary
Commission on Research and
Service*

NINTH ANNUAL CONFERENCE
OF STATE CHAIRMEN

THE NINETEEN STATE CHAIRMEN met, October 2-5, 1955, at the University of Colorado, Boulder, for their ninth annual conclave. Of the nineteen, only Richard K. Klein, of North Dakota, was absent. He was detained as chairman of the North Dakota state meeting of the White House Conference on Education which was meeting concurrently. In addition to the chairman of the Colorado State Committee, who was the official host, that Committee was represented by the other members as guests at the meeting. These members are: M. V. Chase, Robert C. James, Robert W. Turner, and George F. Walters. Sixteen others were present by invitation also—individuals variously identified with many aspects of the work of the North Central Association.

The abbreviated minutes of the meeting comprise the following account.

Sunday Evening, October 2, 1955

The State Chairmen of the Commission on Secondary Schools, North Central Association of Colleges and Secondary Schools and their guests attended a reception in the Memorial Building on the campus of the University of Colorado at 7:30 P.M. given for the group by Dr. Stephen A. Romine and members of the Colorado State Committee. Refreshments were served and a general get-together was enjoyed by all.

Monday, October 3, 1955

The Ninth Annual Conference of the State Chairmen was called to order by Chairman Floyd A. Miller at 9:00 A.M. Note: This Conference is not an action group and its actions have no official status, except as recommendations to the Administrative Commit-

tee. Its purpose is primarily to provide an opportunity to exchange ideas on policies and problems of the State Committees and to give, through discussion, some continuity of direction to the program of the Commission as carried out in the nineteen states.

The Monday Meeting was devoted to hearing the following reports:

I. REPORTS OF COMMITTEES OF THE EXECUTIVE COMMITTEE

1. Department of Defense Committee—Lowell B. Fisher, *Chairman*

Dr. Fisher reported that a copy of *Your Life Plans and the Armed Forces* together with a copy of the *Teacher's Manual* will be in the hands of every principal of every secondary school, both public and private, in the United States and of every overseas dependents' school during October, 1955. This will be a free copy with material explaining the unit as well as order forms, instructions, and prices, provided by funds from the Information and Education Branch of the Department of Defense. Dr. Fisher thanked the members of the Association for their loyal support and asked for the cooperation of State Chairmen and visitors in implementing the use of this material in the high schools of their respective states.

2. Committee on Organization of the Association and Other Reports—Charles W. Boardman, *Secretary*

Dr. Boardman handed out preliminary copies of Policies and By Laws of the Executive Committee for the information of the members present, stating that they would be published in THE QUARTERLY later and reprints would be available for distribution. He also stated that the correct procedure for high schools making appeals to the Association will be printed in the October issue of THE QUARTERLY, such as what constitutes new evidence, etc.

Dr. Boardman spoke about the publication, *North Central Association Today*, which was first published a year ago. He stated he would like to receive articles for this publication from each of the nineteen states, which would be of interest to the whole Association. Dr. Boardman explained that Mr. Frank Mayer was attending this meeting as a publicity agent. He asked that members

contribute to himself or Mr. Mayer any information that would have publicity value for the Association.

Dr. Boardman handed to the State Chairmen complete addressographed lists of high schools for each of their states and requested that these lists be corrected and returned to him, with the current principal's or superintendent's name indicated. He also requested that he be furnished a list of the names of principals or superintendents whose names do not appear in THE QUARTERLY as heads of schools, but who should receive copies of *North Central Association Today*.

Dr. Boardman stated that he had checked the possibilities of moving the Annual Meeting to some city other than Chicago. He had talked with various hotel managers in Denver, but yet has to find a city that can accommodate, in one hotel, the number of people who attend this meeting. He explained that the Palmer House, in Chicago, has agreed to provide reservations and to guarantee certain priced rooms, so that the individual making reservations will know what his room will cost when he arrives. A reservation card will be sent from the Palmer House, with the room rate indicated as per individual's request, to be presented when the individual claims his reservation. Approximately 775 rooms will be reserved at rates ranging from \$6.00 to \$9.50 for single and \$6.25 to \$8.25 for double rooms. He urged that cancellations be made in advance if the individual is not going to claim a room. Also, if an individual's expenses are being paid by his own institution, Dr. Boardman suggested that a higher-priced room be taken, and the lower-priced rooms could then be left for individuals who have to pay their own expenses.

Dr. Boardman stated that the program for the 1956 Annual Meeting would be printed under the headings of the three Commissions in chronological order, so that the meetings of each Commission would be grouped together, except for the first two days since some of those meetings pertain to the entire Association. He stated that he would like to have any committee luncheon meetings printed in this program and would need not only this but any other official information not later than January, 1956.

3. Committee on Public Relations—Harlan Koch, *Chairman*

Dr. Koch expressed the desire for more information from the field for *THE QUARTERLY*. He requested the State Chairmen to send to his office information about meetings and anything else that would be of interest to the Association. He would like to have ideas or any reactions concerning the use of slides or film strips pertaining to the North Central Association. He also suggested that he could use a report of progress from each of the Commissions giving a running account of the plans for the year. He also stated that reprints of various studies that have been made by the Association will be on display during the Annual Meeting for anyone who may desire to examine them.

4. Advisory Committee on the Annual Meeting—Edgar Stonecipher, *Chairman*

Mr. Stonecipher explained what had been done so far in arranging the Annual Meeting, which will be held at the Palmer House April 9-13, 1956. He stated that the Committee felt that there was no need for more meetings for the individual Commissions, but rather, there is need for joint Commission meetings so that mutual problems could be discussed. He stated that the Committee felt that the Buzz Sessions should be continued again. Mr. Stonecipher also explained the Foundation grant for the preparation of a series of experimental units on international understanding.

Dr. Boardman announced that Mr. R. Nelson Snider, Treasurer, would provide the staff for the registration desk during the Annual Meeting.

II. REPORT OF THE COMMISSION ON COLLEGES AND UNIVERSITIES—Norman Burns, *Secretary*

Dr. Burns explained the reorganized plan of organization and operation of this Commission. He stated that the North Central territory was to be divided into five geographical districts with committees in each district whose main function would be to render more assistance to member institutions, and that the three representatives of the Commission on Secondary Schools who were elected to the Commission on Colleges and Universities would serve as members of such district committees.

III. REPORT OF THE COMMISSION ON RESEARCH AND SERVICE—J. Fred Murphy, *Secretary*¹

Mr. Murphy made progress reports on the activities of this Commission. He out-

lined the work being done by the following Committees: 1. Committee on Teacher Education (a) Subcommittee on Liberal Arts Education (b) Subcommittee on In-Service Education of Teachers and (c) Subcommittee on Teacher Education in Multipurpose Institutions; 2. Committee on Current Educational Problems (a) Subcommittee on Articulation of High Schools and Colleges; (b) Subcommittee on Reading Improvement; (c) Subcommittee on Television.

IV. REPORT OF THE COMMISSION ON SECONDARY SCHOOLS—A. J. Gibson, *Secretary*

Mr. Gibson reported on the meeting of the Adult Evening High School Program of the Armed Forces Education Program Committee he attended in San Francisco, California, April 14-16, 1955. The purpose of this meeting was to agree on a policy concerning the operation of Adult Evening High Schools for the personnel of the Armed Forces. It was noted throughout this meeting that the North Central Association is held in high esteem by this Committee, and it did not want to do anything that would endanger its status with the Association.

Mr. Gibson also reported on attending a meeting concerning the School and College Study of Admissions with Advanced Standing held by school and college administrators in Exeter, New Hampshire, June 17-19, 1955. The purpose of this meeting was to evaluate the experimental program that is being carried on by the college and secondary schools of that region. Mr. Gibson represented the North Central Association at this meeting.

Mr. Gibson reported that an Orientation Meeting for the visiting teams going overseas this fall had been held on Sunday, October 1, 1955, to acquaint these individuals with the procedure to follow in visiting the Dependents' Schools of the Armed Forces.

Dr. Floyd A. Miller announced that the State Chairmen have been invited to hold their annual conference next year at Indiana University, Bloomington, Indiana, October 14-17, 1956.

Dr. Miller expressed appreciation of the fact that the officers of the Association and the other Commissions could attend this meeting of the State Chairmen to report their activities and give the meeting the benefit of their thinking.

¹ For an extended account of this report, see other pages of this issue of *THE QUARTERLY*.—EDITOR

Monday Evening, October 3, 1955

The Monday evening meeting was a banquet meeting served in the Memorial Building of the University of Colorado at 6:30. Following an excellent dinner, Dr. Romine introduced Dr. Ward Darley, President of the University, who gave the group a cordial welcome, and Mr. H. Grant Vest, Commissioner of Education. The speaker of the evening was Dr. Harl R. Douglass, Director of the College of Education, who gave an excellent, thought-provoking address on "Some Problems We Face."

Tuesday, October 4, 1955

The meeting was called to order by Chairman Miller at 9:00 A.M. A letter was read from Dr. Carl G. F. Franzen from Thailand, expressing his wishes for the success of this meeting.

Mr. Ed McQuiston of Arkansas gave a report on the health of Dr. Morgan Owens, whose message to the group was: "I'm looking up in all directions."

The meeting was started with reports from Secretary Gibson. He explained the reason for the need of more complete addresses of member schools, especially of the large city schools. In so many cases, letters are returned from large cities marked "No directory service." This was noted particularly when the library referendum was sent to every high school. It was decided that the form "Complete List of High Schools," which is given to the Secretary for *THE QUARTERLY*, should have ample room for street addresses.

The State Chairmen recommended that more copies of *THE QUARTERLY* be sent to administrators and members of State Committees in the nineteen states. They felt that these individuals should receive copies of this publication.

The Secretary reported that he had

sent a questionnaire concerning correspondence work in member schools. Only one high school, in Arizona, was found to be conducting correspondence work. The American Correspondence School of Chicago was discussed at length. It seems that many of the State Departments of Public Instruction do not have regulations covering correspondence work. The State Chairmen recommended to the Administrative Committee that a statement for the "Policies, Regulations, and Criteria for the Approval of Secondary Schools" be drafted with reference to correspondence study, since such study is growing rapidly.

The Secretary stated that the State Chairmen have been requested to have state elections for State Committee members before the Annual Meeting so that the newly elected members could be reported to the Executive Committee and their names published in the July issue of *THE QUARTERLY*. Many of the states are doing this, but there are still a few which are not.

The Secretary thanked the State Chairmen for the return of copies of the *Handbook*. This was requested since the supply is quite low, and a revision needs to be made before the book is reprinted. After this is done, the Secretary will see that every State Chairman receives copies of the latest revision. It was decided that the vital parts of the *Handbook* would be mimeographed for the reviewing committee members and sent direct to these members before the Annual Meeting in 1956. The Report Form Committee has been requested to make the revision.

The Secretary read certain correspondence he had received from Dr. Norman Burns, Secretary of the Commission on Colleges and Universities, about possible membership of the Association on the College Entrance Examination Board, which had been

referred to the Administrative Committee for its recommendation. After considerable discussion, the State Chairmen recommended to the Administrative Committee the following: Throughout its entire history the Association has approached this problem from quite a different point of view, and we prefer to be consistent with our previous policies and recommend that the Association not join the College Entrance Examination Board.

Chairman Miller explained what had been done concerning the program for the Annual Meeting and the plans he has in mind for the organizational set-up for this meeting. He asked for topics for group meetings and buzz sessions, and for the state chairmen to feel free to make any suggestions for the improvement of the program. The question whether or not it would be advisable to have a banquet at the Annual Meeting was discussed briefly. It was the consensus that it would not be advisable to do so.

The Annual Report Forms for the year 1955-56 were discussed and the State Chairmen felt that no question should be included unless it applied to a regulation, policy, or criterion. Any other questions, such as information concerning high-school-equivalent diplomas or certificates this year, should be placed on another sheet clearly stating that this is for information only.

The problem of making the work of Reviewing Committees more meaningful was discussed at length. Some of the Chairmen thought there was not enough uniformity in reviewing the annual reports. Most of the Chairmen are "advising" schools who have teachers who did not graduate from an accredited institution and teachers without degrees, but schools who have principals without masters' degrees are "warned." The question was then asked, What subjects and how many

hours in them should a principal have? No set number was agreed upon.

Chairman Miller presented copies of a subcommittee report on the Cooper Library Report, which included the following three proposals:

1. That Regulation III-B (1-b) be set up in three parts based upon the fewer than 200, 200-499, and 500 or more enrollments, with corresponding teacher-librarian preparation being 6, 9, and 15 semester hours. Each of these three minimums should be footnoted as follows:

"The stated minimums in no way invalidate nor reduce the need and desirability for additional professional training."

2. That Regulation III-B-2 provide for an additional full-time librarian for each 1,000 additional pupils, rather than for each additional 750 pupils.
3. That in Regulation XI-1 the minimum amount be lowered from \$400 to \$300. In XI-2 that the proposed scale of annual expenditures be dispensed with and the following statement suffice for all schools:

"Schools with an enrollment of 200 or more pupils expend in addition to the minimum of \$300, \$1.00 per pupil for each pupil in excess of 200."

The State Chairmen, after much discussion, moved and seconded that Item 1 of this subcommittee report be rejected and that the Administrative Committee be informed of such action.

The State Chairmen recommended to the Administrative Committee that state committees be empowered to administer Regulation III-B-2 with sufficient leniency and judgment to carry out the spirit of improving the library situation.

There was no action on proposal 3 of the subcommittee's report.

Dr. Stephen Romine reported on the Colorado High School Activities Supreme Court Case. He stated that the district court ruled that membership in the Colorado Activities Association was unconstitutional, which involved two points of law: (1) The authority for the control of the school is vested in local boards of education, which can-

not delegate this control to any voluntary agency, and (2) School district funds may not be used to pay membership fees in voluntary organizations.

The above brought about much discussion concerning school activities, and it was thought that the students are being invited to participate in too many contests, and their parents need educating about this situation. The Secretary was asked to write to Dr. Otto Hughes, Chairman of the Activities Committee, and advise him that one of the items of concern was the numerous contests that are being held, and the State Chairmen would like to know just where they originate. They would like for Dr. Hughes to get in touch with whomever he can and get close to the source of this problem. The State Chairmen do not seem to have enough information concerning the National Committee on Contests.

It was reported that Dr. Hughes has already sent a check list to member high schools on high school activities concerning both boys and girls and responses are being tabulated. The check list was published in 1954 by the Educational Policies Commission.

Dr. Van Dyke stated that one of his member high schools is employing two interne teachers from Antioch College, Yellow Springs, Ohio. These teachers have been assigned full responsibility for teaching three high school classes, one for the first semester and one for the second, and neither has a bachelor's degree. They are under the supervision of the principal and, to some extent, of a member of the staff at Antioch. Both are fully qualified in subject matter, but are in the process of earning their Education credit. The principal claims he has approval of the North Central Association for this plan. After considerable discussion the Secretary was requested to contact the Secretary of the Com-

mission on Colleges and Universities to ascertain whether or not such permission had been granted to the school in question or to any other high school in the Association.

Dr. Lester Anderson, of Michigan, inquired about the status of the Assistant State Chairman in the organization of state committees. Since no provision is made for Assistant State Chairmen, the Administrative Committee was asked to consider whether or not it would be appropriate to make provision in the Constitution and Rules of Procedure for such an office.

Wednesday, October 5, 1955

The question was raised: "Are there too many instances in which North Central Association requirements are lower than state requirements?" The Administrative Committee was requested to refer this question to the Cooperating Committee on Research for study.

The Chairman asked George Beck to explain a proposed plan for keeping a record of changes in the policies, regulations, and criteria and interpretations of the same. Mr. Beck said: "I think there is a greater need for uniformity of pulling the extremes together. Because of not trying to put schools in a straight jacket, we have been going in different directions. We talk the same things over year after year, but it is not down in written form to be used as a standard. It might be worth while for us to create minimums which we will not go below. We need some common understandings. One way we might approach the problem would be to take the policies, regulations, and criteria, which are policies, but are not always applicable in specific terms, along with the annual report forms and prepare a questionnaire for the State Chairmen and ask them to state specifically what

they do in each one of those instances. Have these questionnaires turned in to a committee to be analyzed and brought to the Chairmen with recommendations of common, sound practices in relation to these items. Then a workshop-type of State Chairmen's Meeting could be held to try to arrive at some common statements to which we could all agree. These could be put on 4X6 numbered cards and given to each State Chairman and committee member. When an agreement is changed, the card could be changed easily. By such means state committees would have an up to date set of agreements which have been arrived at by the State Chairmen. Also included would be statements of policies from the Executive Committee. We could then come to these meetings and instead of having to go over the same thing year after year, we would have this information in concrete terms, which could be used to answer the questions and would be understood by all. We need something to help new State Chairmen and this information would be down in black and white. New State Chairmen, especially, need to know not only the policies, regulations, and criteria, but, also they need to know the interpretations that have been made from time to time concerning them."

The Chairman stated that the above will be on the agenda when we meet in April to obtain help and suggestions as to how we can get the extremes in the nineteen states together.

Mr. W. Marvin Kemp asked, "What is going to be the attitude on new schools entering with 'advisement' on library?" It was agreed that it will be all right to bring in new schools with an "advisement" on library regulations. This understanding should be made known to the chairmen of the reviewing committees when they meet

for orientation before reviewing begins.

Dr. Chris Jung asked, "Whom would a group of principals approach when they feel that there is a policy, regulation, or criterion that should be changed?" He was advised they should talk to their State Chairman, who would then take it to the Administrative Committee. Dr. Jung stated further that these principals think there should be a regulation in reference to the number of clock hours per day for the students. It was suggested that a definition of 180 days be included in the "Policies, Regulations, and Criteria for the Approval of Secondary Schools." The Secretary was asked to prepare a proposed statement on the number of days for the Administrative Committee to study.

Mr. R. F. Lewis asked the following question: "Is it considered permissible by the North Central Association for the school librarians to be employed by the city library board, paid by the city library board, and then be assigned to the high schools as librarians without any consideration of their status as teachers?" The answer given to this question was that regardless of who employed the librarian, she is still required to meet the regular North Central Association requirements for librarians.

A question was raised concerning the status of a school that holds membership in the North Central Association when it is consolidated with a non-member school. The following interpretation was given: When a school that does not hold membership in the Association is abandoned and the school is transferred to a member school, the school to which it is transferred still retains its membership in the Association, but the teachers transferred from the non-member school must be counted as new teachers. When a school holding membership in the Association

is abandoned and the pupils and teachers are transferred to a non-member school, the school still is not a member of the North Central Association because of that action.

The Secretary was requested to prepare a proposed definition for "laboratory" subjects.

Chairman Miller thanked Dr. Romine for all of the courtesies that had been extended by him, by the University and by all who, in any way, were responsible for making the arrangements for the successful operation of this meeting. Dr. Romine stated that he was most happy to have the group meet in Boulder and invited all to come back any time, as a group or as individuals.

Mr. W. Marvin Kemp, Chairman from South Dakota, moved that the group give a vote of thanks to Chairman Miller and Secretary Gibson for arranging a fine program, for giving everyone a chance to be heard, and for being patient and courteous to all concerned at all times. Motion carried unanimously.

Submitted by

A. J. GIBSON, *Secretary*
The Commission on Secondary
Schools

BRUMBAUGH POINTS TO NEEDED
 EDUCATIONAL RESEARCH
 IN THE SOUTH

A. J. BRUMBAUGH is well-known synonymous with higher education in the United States. From 1938 to 1944 he was executive secretary of the Commission on Colleges and Universities of the North Central Association. In the latter year, he left North Central territory to become the vice-president of the American Council on Education and returned in 1950 as president of Shimer College, Mount Carroll, Illinois. He now is Associate Director for University Studies of the Southern

Regional Education Board with headquarters at Atlanta, Georgia. This Board operates throughout the South. There is no exact counterpart in the North Central area.

In an article, "Research and Experimentation Needed in Higher Education," which appeared in *News of Regional Action in Southern Education* for December, 1955, the official voice of the SREB, Brumbaugh outlines various needs which certainly are not peculiar to the geographical section which he now serves. They have a familiar ring to North Central ears. For this reason his concluding paragraphs are printed below.

Board Service

The Board is now exploring ways and means of developing much needed research within the colleges and universities of the region. It is also interested in the development of interinstitutional or interstate projects on some of these problems that are of common concern. The University Studies unit of the SREB is undertaking to gather information about research and experimentation in instruction, organization, and administration that is contemplated or currently underway. Its services, as well as those of the whole SREB staff, will be available to institutions and to state and regional agencies to assist in designing projects in research and experimentation. The Board will continue to carry on certain types of research that have regional significance. In the development of this whole area the Board will serve as a facilitating agent to aid institutions in every way it can, not only to hold the line of quality in higher education but actually to improve quality.

Bold Experimentation

To fulfill the purpose the Board had in mind the colleges and universities must engage in bold and daring research and experimentation. They must examine openmindedly every premise on which they now operate—premises that underlie state and local administrative organization; the organization of curricula; methods of teaching; the establishment and maintenance of professional schools; the selection and motivation of students; the conditions of faculty service and inducements to enter the field of college teaching. We have no conclusive evidence that present practice is the best practice in any of these areas nor have we evidence to the contrary.

Governor LeRoy Collins, of Florida, is chairman of the SREB. The wide-ranging interests of the Board are shown by the invitation which he has extended to the governors of the other Southern states to attend a January conference on nuclear development, at Oak Ridge, Tennessee.

FRATERNAL DELEGATES REPORT
ON THEIR VISITS TO
OTHER ASSOCIATIONS

IN THE OCTOBER ISSUE of THE QUARTERLY appear the names of those appointed to attend the annual meetings of the other regional associations: *J. E. Stonecipher*, Middle States; *Edgar G. Johnston*, New England; *Clarence I. Pontius*, Northwest; *Harlan C. Koch*, Southern; and *P. M. Bail*, Western. Four of these representatives, Messrs. Johnston, Koch, Pontius, and Stonecipher, write as follows about their experiences. (Milo Bail was prevented from fulfilling his commission by being crowned "King of Aksarben," a distinctive honor since he is the first educator to assume the royal chair at this, the mightiest annual event in his city of Omaha, since its organization some thirty years ago.)

"I visited the New England Association."—*Edgar G. Johnston*

ATTENDANCE at the 70th annual meeting of the New England Association in Boston on December 8th and 9th was a pleasant experience. Dr. Dana M. Cotton, Secretary of the Association was most cordial and helpful, inviting me and the other fraternal delegates to sit in on the executive committee meeting and any others which might interest us. Mr. James Wicken-den, resident of the New England Association this year, who attended the North Central Association meeting as fraternal delegate last spring and Mr. William Saltonstall, Headmaster of the

Phillips Exeter School and visitor to the North Central Association in 1952, were most cordial and hospitable. Mr. Saltonstall was my official host. The fraternal delegates present in addition to the representative of the North Central Association were Wendell E. Dunn, principal of the Forest Park High School of Baltimore, Maryland for the Middle States Association and Mr. Albert J. Geiger, Executive Secretary for the Southern Association.

Meetings were held at the Statler Hotel, a much smaller hotel than the Palmer House, but adequate to the size of this conference. One of the things which strikes the visitor to the New England Association is its smaller size, making possible a greater degree of intimacy than is now true of the North Central Association. Committee structure is less complex than ours, most of the work, apparently, being carried out by the executive committee and the three "standing committees" of the Association. These standing committees are comparable to our commissions. It is illustrative of the differences in education in New England, however, that there are standing committees for Independent Secondary Schools and Public Secondary Schools as well as a standing committee comparable to our Commission on Colleges and Universities. There is no equivalent of our Commission on Research and Service. The membership of the Association of this year is 693, of which 139 are individual memberships. The number of higher institutions holding membership is 92, that of the "independent schools" 138, and of the public secondary schools 324. However, more than one hundred public high schools were admitted to the Association this year.

There was the mention at the executive meeting of progress in the plan for "re-evaluation" of schools. This plan,

which moves the New England Association in the direction of accrediting was introduced two years ago in the College Commission, last year in the Commission on Independent schools and this year for Public Secondary Schools. This plan calls for an appraisal by the appropriate standing committee of those schools applying, and "re-evaluation" of all member schools and colleges, probably every ten years.

Another practice which may be of interest to North Central School people is the plan of regional meetings introduced two years ago and carried on again this year. Under this plan meetings are held in an area accessible to a number of schools and colleges to discuss some area of common interest between institutions of both levels. The theme of the conference this year was instruction in English. Enthusiastic attendance of high school and college teachers as well as administrators at these small and informal conferences was reported. The plan is to continue these meetings with mathematics as the theme next year. I might say in passing that the approach of our Committee on Cooperation between Schools and Colleges and the current committee which will sponsor one section of the annual meeting next spring, seems to present a broader approach to high school college relations and one less likely to follow the traditional theme of "college entrance requirements."

Another difference of the New England Association from ours is the greater degree of formality in the annual meeting. The feature of the day's meeting was the annual banquet at which the guests at the speakers' table were requested to wear formal dress. This meeting was preceded by a very pleasant reception for president and Mrs. Wickenden. The rest of the New England Association annual meeting is largely centralized in the meetings of

the one day except for executive committee and standing committee meetings, the preceding day. As in the case of the Middle States Association, various related organizations of the New England territory pooled their meetings on the Saturday following the New England Association meeting. In addition to the meeting of the executive committee I attended the meeting and a luncheon of the college group at which Dean Keppel, of Harvard University, spoke on the White House Conference on Education, to which he had been a delegate, and Clarence Faust, of the Ford Fund for the Advancement of Education, on the "Dynamics of American Education." The three groups—college, public high school, and independent schools—came together for a general meeting in the afternoon where the topic, "The Rising Tide of Student Enrollment," was discussed by a panel representing secondary schools of both types and college admissions officers. President-emeritus of Brown University, Henry M. Wriston, gave the address at the dinner meeting.

Mr. Alexander A. McKimmie, president elect of the New England Association, will be the delegate to the North Central meeting next April. Mr. McKimmie is especially interested in the problem of high school-college relations. I suggested that he plan to reach Chicago in time for the Tuesday evening panel discussion sponsored by the committee on high school-college relations of which Dr. Clyde Vroman is chairman.

EDGAR G. JOHNSTON

"I Visited the Southern Association."
—Harlan C. Koch

AN ICY WIND was blowing at 10° above zero November 27 when I climbed aboard *The Golden Falcon* at Willow Run. I was a fraternal delegate bound for the Sixtieth Annual Meeting of the

Southern Association of Colleges and Secondary Schools which had convened the day before at Miami Beach. Dressed for the sudden Michigan winter, I was distinctly uncomfortable at 82° as I traveled cross-town in that far southern city and then waited two hours for an harrassed clerk to clear my promised accommodations.

The hospitality for which the South has been justifiably acclaimed for generations was evidenced everywhere. At all the meetings the keys were on the outside of the door. It was a continuing pleasure to share the company of my host, Fred B. Dixon, principal of the John Marshall High School at Richmond, Virginia, and his close friends and to meet once more the delegates from New England and the Middle States Associations, Dean Wilma Kerby-Miller of Radcliffe and Vice President Gene D. Gisburne of the University of Pennsylvania.

In structure, the Southern Association and the North Central closely resemble each other. The three basic Commissions—Colleges and Universities, Secondary Schools, and Research and Service—are common to both. However, the Southern Association maintains a cooperative program in elementary education, a feature which has many advantages because that Association is progressively abandoning the accreditation of individual schools in favor of system-wide evaluation. An evening program jointly sponsored by the three Commissions had as its topic, "System-wide Evaluation and Membership." Four major aspects of the question were explored and, as the story unfolded, I was fascinated by the educational soundness of this policy. Here the South is way out in front of its sister Associations. For one, the North Central is not moving officially in this direction.

There is a second difference: in the South the Annual Meeting travels in

contrast to our fixed location in Chicago. The advantages of Dallas, New Orleans, Memphis, and Richmond were discussed for 1956. Since approximately a dozen educational organizations meet concurrently with the Southern Association, our policy of holding all sessions under a single roof is not a determining factor in place-selection across our southern boundaries.

Should I mention desegregation? Their frank and constant discussion of it revealed how deeply this problem preoccupies the thoughts of these educators. Motivated as they are by the essential philosophy of education, nevertheless their judgments ranged from right to left on the question as do those of their fellow-countrymen. That they will be governing their work by the enactments of their respective state legislatures is clear, of course. None professed to have the answer.

Well, with my overcoat on my arm I said goodbye in my damyankee accents to friends both old and new as we stood in the Florida sunshine. Four hours later I stepped into the falling snow, no longer a fraternal delegate but with splendid recompense withal.

HARLAN C. KOCH

"I Visited the Northwest Association."

—C. I. Pontius

I LEFT TULSA by Braniff and United Airlines on Sunday, November 13, at 7:45 A.M. I arrived in Spokane, Washington, that evening at 9:15 P.M. Pacific Coast time, a differential of two hours. When I awoke on Monday morning at the Davenport Hotel in Spokane, the ground was covered with snow and it was fourteen below zero. Needless to say, I did not enjoy the climate.

All fraternal courtesies were extended to me by the officers of the Northwest Association. It was a disappointment to us that President Francis

F. Powers, Dean of the College of Education, University of Washington at Seattle, was ill and unable to be present. His place was taken by the first vice president, Mr. George H. Fields, Director of Secondary Education, from Boise, Idaho.

The second vice president, Reverend A. A. Lemieux, S. J., President of Seattle University, was Chairman of the Higher Commission and presided at their meetings. Mr. Fred L. Stetson, the Executive Secretary-Treasurer from the University of Oregon, Eugene, kept everything running smoothly.

The Davenport Hotel had suffered a fire in one of the large meeting rooms which damaged the heating plant with the result that the banquet and some of the meeting rooms were chilly and had to be heated by so-called emergency contractor's units. The living rooms were very comfortable but the lobby was impossible excepting in front of the very large fire places. It reminded me of the old country schools and the center stove where a person roasted on one side and froze on the other.

I attended and was welcomed at all meetings, both the Higher and Secondary Commissions—executive sessions as well as general. Their problems were similar to those of the North Central—applications for accreditation, counseling, admonition, etc. Questions arose such as, by what authority did the American Association of University Women constitute themselves an accrediting body, etc. I am enclosing program which again is similar to our North Central.

The new Executive Secretary of the National Commission on Accrediting, William R. Selden, from Washington, D.C., was in attendance and spoke at the morning meeting of the Higher Education section. He also attended the Executive meetings. He stressed that accreditation is basically for the

improvement of education; that it is foursided—first, regional; second, professional; third, institutional; and fourth, national. He stated that the National Commission on Accreditation endeavors to bring into focus the four, particularly the regional and professional with the national; and that the National Commission on Accrediting gives national leadership for the improvement of education. He emphasized the need for the closest cooperation between the regional and national commissions on accrediting.

Professor Fred Merryfield, from Oregon State College at Corvallis, who is Vice Chairman of Region VII of the Engineers' Council on Professional Development, explained in detail at the Tuesday morning meeting the procedure of the ECPD examination and evaluation programs.

I was impressed by one requirement of the Northwest Association—that every member institution be examined and re-evaluated every seven years. One objection to this is the expense. I talked with the President of a liberal arts school with an enrollment of 435. He stated that the cost of this re-examination to his institution had been \$2,000. A committee of 20 to 25 individuals, chosen from both professional and Northwest circles, men and women who are competent in their fields and areas, are sent to the school and spend three days on the campus; hence, the high costs of the re-examination.

At the annual dinner on Tuesday evening, President Shearer of the College of Idaho, stressed the duty and obligation of administrative officers to see that teacher salaries are increased. At this dinner, the fraternal delegates were introduced. I conveyed the greetings and best wishes of the North Central to the Northwest Association.

President Henry Schmitz of the University of Washington, speaking before the General Assembly on the

topic, "The Relation of State and Federal Governments to Education," emphasized the fact that "The Federal Government should never control education." However, he did refer to the Morrill Act of 1862, creating the land-grant colleges which was enacted under President Lincoln, and stated that to date no control of these institutions has been exercised by the Federal Government.

President Corkery, S. J., of Gonzaga University, speaking at the luncheon on the subject, "A United Front in Education," made the statement that "Anything the tax-payer or the philanthropist gives toward education is enlightened self-interest." He stressed the fact that "The education of today is the nation of tomorrow."

All in all, the meeting was instructive, helpful and enjoyable.

"CI" PONTIUS

"I Visited the Middle States Association."—J. E. Stonecipher

THE MIDDLE STATES ASSOCIATION of Colleges and Secondary Schools has so many similarities to the N.C.A. that it is easy for a fraternal delegate to feel at home among the members and in the meetings. The topics for discussion, the problems presented, and the active interest of a large number of school leaders who are carrying forward the work of the association are very familiar to the N.C.A. visitor. The purposes and machinery through which they are achieved have much in common.

The differences in the meetings and the ways of accomplishing the work of the Association may be noted, not as a value comparison, but as a matter of professional interest. The smaller geographical area makes it possible to hold the meeting on the day after Thanksgiving, a practice that has been followed since 1889, and at Atlantic City since 1927, except for the war years. The present membership ex-

ceeds 230 colleges and universities and 825 secondary schools. Since the official meeting occupies only one day and an evening, a considerable part of the day deals with the business of the Association, which is managed expeditiously to permit time for professionally inspirational speeches. On Friday, November 25, the morning and afternoon sessions, of the two Commissions were held separately for open forum discussion of matters directly concerning the two major groupings. The day culminated in a huge dinner meeting with an address by Frank H. Bowles, Director of the College Entrance Examination Board.

Traditionally, on Saturday the meetings and management are in the hands of affiliated associations, often involving the same personnel but having no official relationship to the accrediting body. Illustrative of the types of such organizations are:

Middle States Science Teachers Association

Methodist Institutions of the Middle States Area

Eastern Association of College Deans and Advisers of Men.

The Middle States Association places a great amount of emphasis upon the *Evaluative Criteria* developed by the Cooperative Study of Secondary School Standards. Every new school applying for membership is required to do a careful self-study as provided by the cooperative program. Many schools repeat the study every five years and all members schools are required to do so within ten years of their first approval. The popularity of the procedure is indicated by the fact that the secretary of the Secondary Commission lists a thousand names of school personnel who are willing to serve on visiting committees as provided for in the evaluation procedures. About one hundred schools are so evaluated annually.

The functions of the Commission on Research and Service in the North Central Association are not directly emphasized by the Middle States Association. Although many of the values of cooperative research may be obtained through the projects encouraged by schools which work together, the specific association-wide surveys and studies do not seem to be a part of the program.

The Commission on Institutions of Higher Education works under a simpler organizational pattern than its N.C.A. counterpart. The geographical compactness greatly reduces its complexity.

The similarity of functions and problems which are evident in the meetings of the Middle States Association make the visitor from the N.C.A. feel much at home and appreciative of topics discussed.

J. E. STONECIPHER

A PROGRESS REPORT ON THE ANNUAL MEETING IN APRIL, 1956

THE EXECUTIVE COMMITTEE and the Commissions of the Association have planned a program for the Annual Meeting at the Palmer House, Chicago, which is built around problems of concern to all engaged in education and which offers greater opportunity for participation by members of the Association. Although Monday and Tuesday, April 9 and 10, are largely reserved for sessions of the Commission on Colleges and Universities and the Commission on Secondary Schools concerned with membership in the Association, at least two conference sessions are now planned. The Commission on Secondary Schools has planned a group of Buzz Sessions for Tuesday, April 10, which will be devoted to problems of the secondary school. On Tuesday evening a joint conference of the three Commissions will be held in

the Red Lacquer Room. The topic of the conference will be "Issues in High School-College Relations." Panels or discussion groups composed of high school and college personnel will present the issues and arrangements and provide for audience participation in the discussion.

On Wednesday morning, April 11, the Commissions will hold individual meetings devoted to committee reports and the conduct of the business of the respective Commissions. These meetings are open to all interested persons. The discussion groups planned by the Commission on Research and Service will be held on Wednesday afternoon and evening. The conferences on Wednesday afternoon are developed about problems of common concern to college and secondary school personnel. They include discussion of such problems as "The Meaning of the White House Conference to North Central schools and colleges," "How to Promote Student Competence in Overcrowded Schools," a demonstration of the use of educational television in secondary schools and colleges, and other important problems. The conferences Wednesday evening are concerned with in-service education. Such topics as "Improving the Program for Talented Youth," "Planning a Program for Non-Academic Pupils," and "Improving the Program of General Education at the College Level and Its Implications for the High School" illustrate the fundamental nature of the problems being developed for these Wednesday evening conferences.

The Commission on Colleges and Universities will present a program for its clientele on Thursday afternoon, April 12. The Commission on Secondary Schools will continue its conferences on "Problems of Secondary School Administration" which were inaugurated last year and proved so

successful. It will also present its "Program for High School Principals and Superintendents" on Thursday evening which has always been one of the most popular and valuable sessions for high school principals. Unfortunately, the programs of the three meetings mentioned above are not yet determined, for reasons beyond the control of the persons concerned.

The First General Session of the Association will be held Thursday morning, April 12. This session is sponsored jointly by the three Commissions of the Association. The theme, "Sharing Responsibility for Educational Planning" was chosen because of the present trend toward democratic participation in educational administration. George E. Watson, State Superintendent of Public Instruction in Wisconsin, will begin the discussion of the theme. President William E. Stevenson, of Oberlin College, Provost Lewis H. Rohrbaugh, of the University of Arkansas, and a third person representing secondary education will discuss the issues from the point of view of their respective types of institutions.

The Second and Third General Sessions of the Association will be held on the morning and afternoon respectively of Friday, April 13. The theme, "Education as an Investment for Freedom," was deemed to be of sufficient scope and importance to justify its being discussed at both these sessions. The speakers at the morning session are to be representatives of labor and management and at the afternoon session a representative of education. Mark Starr, Educational Director of the International Ladies' Garment Workers' Union, will speak as the representative of labor and tentative agreement has been made with the president of one of the great universities of the North Central Association

to speak for education. The representative of industry and commerce has not yet been determined.

Incomplete as this report is, it suggests two things: the widening opportunity for participation of the membership in the discussion of educational problems and the high quality of the persons who are to address the various sessions of the Commissions or the Association. The final announcement of the program for the Annual Meeting will be mailed to the membership in early February.

CHARLES W. BOARDMAN,
Secretary

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What Must We Do to Be Saved?¹

IT IS A PLEASURE to be here tonight and I consider it a great honor to have been asked to address this important unit of American education.

I wish to make it clear immediately that I am not here in the role of an expert, rather in my capacity as a layman.

There are several salient reasons why I do not wish to be here in the capacity of an expert. To explain them, let me cite some of my favorite definitions of an expert.

1. A school teacher away from home.
2. An expert is a person who neither can ask nor answer a simple question.
3. An expert is one who goes on through life ignoring minor error as he sweeps on to the grand fallacy.
4. An expert is a man who is seldom in doubt but often in error.
5. One who is just beginning to realize how little he knows about the subject.

In fact, it is doubtful that even the persuasive and dulcet tones and phrases of your officers could have beguiled me here were it not for the fact that newspapers and education have so many things in common.

The newspaper still is considered the principal medium of adult education and education's public acceptance can be related in no small part to its continued and continuing partnership with journalism.

May I say at the start that I am not one of those who believe that education is too "modern." I am one rather who holds with Voltaire that "He who has not the spirit of his times has all its miseries."

Neither am I unmindful of the conflict in education, and from where I sit it seems to be Progressive Education versus The Three R's. To you more erudite and informed persons in this field of thinking that is probably oversimplification, but from a layman's standpoint it is an adequate delineation.

Perhaps also I should neither have taken the time nor had the will to impose my thoughts on this fine audience were it not that the situation in which we find ourselves as a nation today is so serious.

I am constantly asking myself and I know that you are asking yourselves a question: "What can we do to be saved?"

I think we can do many things and it is about some of those things I want to speak with you tonight.

I want to talk them over with you because it is important that the leaders of the media of mass communications agree on at least some of the basic issues that face us now. It is important because our *survival* is concerned.

In fact, the situation reminds me a little of an old story about a hen and a hog who were busy with their Sunday morning duties in the barnyard. Suddenly a wayward breeze wafted the front page of *The Denver Post* into the

¹ Delivered at the meeting of the Commission on Secondary Schools, Chicago, March 24, 1955.

farm lot and the hen waddled busily over to read the news of the day. The first thing that met her eyes was a bold red bannerline, "U. S. Faces Big Ham and Egg Shortage." The hen was much impressed. She clucked busily to the hog and said, "Come over here, big boy, and see what the paper says."

And so the hog came grunting noisily to see what the paper said. He read the headline, "U. S. Faces Big Ham and Egg Shortage." "So what?", he asked.

"So what?", repeated the hen, "Don't you see stupid? We've got to do something about this terrible situation."

Whereupon the hog answered, "It's all very well for you to talk, old girl, because with you, it's merely a matter of production, but with me, it's a matter of life and death."

But with us it is not only a matter of life and death, it is as well a matter of production. Thus it is our job—to correlate the dilemma of a world in shadow of the bomb with the practical necessities of our times and with the ideals and potential performance of our nation.

One of the important facets of our production is the manufacture of good citizens to preserve our society and to save the world. And that, ladies and gentlemen, is where you come in because you manufacture good citizens.

And so tonight I want to talk to you a little about what has become the American Dream.

It was just such a Dream that very faintly touched man's mind even in distant days when the saber tooth tiger stalked human prey. It impinged slightly on his consciousness when man first sought group security. That Dream was in the Sermon on the Mount—and Martin Luther felt the force of it as he thought his long thoughts of the reformation.

Gutenberg sensed its meaning when he sought a way to print with movable type. Columbus visioned briefly that Dream as his tiny caravels rode storm tossed seas in quest of a new world. Pilgrims felt the Dream's caress as the North Atlantic pounded the sturdy timbers of the Mayflower. It was a dream that stirred men's minds long before the guns were fired at Lexington, or before the British stormed Breed's Hill. The American Dream was in the Declaration of Independence, "All men are created equal." Washington dreamed the Dream at Valley Forge, and its spell was strong on Abraham Lincoln when he uttered his immortal Gettysburg Address. The American Dream moved Woodrow Wilson to go to Paris to try to set a world aright.

Roosevelt and Churchill briefly saw the Dream on the watery horizon when they wrote the Atlantic Charter.

The Dream was perched on San Francisco's skyscrapers as the United Nations was born. David Lilienthal felt its cosmic power when he spoke his famous "This, Senator, I do believe."

The American Dream . . . a dream, age-old of men living at peace, with want routed, and with the war clouds forever gone. . . . The American Dream of Locksley Hall, of the U. S. Constitution, of the Bill of Rights; the American Dream of equal opportunity, of freedom, and of faith. This American Dream of yours and mine is also the dream of education—the American Dream of *education for all*, to anchor the American Dream of freedom forever in the minds and souls of men.

The American Dream, which is a vibrant, living, knowing thing, has, of course, changed many times since Edward Eggleston wrote his famous classic, "The Hoosier Schoolmaster." It has even changed many times since Robert Maynard Hutchins began worrying about the Great Books, because,

of course, the American Dream envisions education as streamlined and as modern as our dynamic society, as up-to-date as the proximity fuse or the hydrogen bomb.

And so, as a layman, I am not so much worried as to whether our education is behind or ahead of the times.

Which, I think, leads us to a question: what purpose has education in a modern state? It is to me quite clear that the purpose of education is to insure the *preservation* of society. And strangely enough that purpose is the same whether it be in an economic democracy such as ours, or whether it be in a total state, such as Russia. The Russians have been much more conscious of the practical possibilities of misusing education for the indoctrination of young minds for state purposes rather than educating free citizens in a free society.

In our society, as I see it, we are concerned with many, many things, but principally we are concerned with three things:

1. Survival.
2. Freedom.
3. Prosperity.

Of course, under these main headings, there are many subdivisions. For example, under Survival is the whole business of our military and defense establishments. There is also the question of the bomb—or I should say the bombs, the A-bomb, the H-bomb, and now possibly the C-bomb.

There is the very basic question of our ability to defend ourselves in a world made exceeding small by modern mass communications, by planes and guided missiles.

Under the second heading, Freedom, there are also many subdivisions, including the more obvious ones, such as freedom of religion, freedom of speech, freedom of the press, freedom of assembly, freedom of franchise, and now,

perhaps, freedom of thought, and last but not least freedom from fear of the knock on the door, and to false charge and accusation without opportunity to prove our case.

Under the third heading, Prosperity, there are more sub-problems of consumer goods, of creature comforts for our people of an adequate future for our young, and perhaps the most important of all, freedom from fear.

Under this heading comes a new kind of economics. For the first time in history the American nation finds itself in a position where it cannot become an island of defense. It finds itself in a position which could best be described by the phrase, "butter and bombs." We are strangely situated in that we must have butter so that we can pay for bombs.

Because we face perhaps a hundred years of cold war as a maximum of hope, we cannot devote ourselves to all-out preparation for any single enemy, else we should acquire a different kind of a social order than we presently have.

Thus the problems of education are presently acute and vital. Education is the microcosm of our society. And, if we are to be saved these problems must be solved.

We can well remember what Jefferson said, "If a nation expects to be both ignorant and free, . . . it expects what never was and never will be."

So it is important that education progress at an even more rapid and adequate pace than heretofore, which brings up some of the problems education faces which are apparent to the layman, such as myself, and which could perhaps admit of solution and remedy.

In the first place, it seems to me that the educators of this country should and must mend their fences, and re-survey their problems with the view to

making increasingly clear to the nation-at-large a common and proper purpose.

Educators can make a great contribution to the common good vis-à-vis the present philosophical crisis in education.

There are schisms—some of them within education, some between educators and the lay community. I suggest to you that you do something effective to limit or end the schisms within your own house, such as, for example, the internal conflict between the advocates of what is called progressive education and the fundamentalists, traditionalists, or whatever you wish to call them.

Education is no place for totalitarianism or for the low methods of McCarthyism. I mean that educators must be free to welcome, to weight, and finally to transmit new ideas. But if John Dewey were here today, I think he would be appalled at some things done in his name. The extremists in education, demanding that either the progressive formula or the traditional formula be made paramount, are doing no service to the common weal. They are creating hostility, lowering morale, confusing teachers, pupils, and parents. Why is it not possible to amalgamate the best of the old and the soundest of the new into an education program that, while it builds on solid bedrock, also expands with the expansion of human knowledge, and the increasing necessity for high-level citizenship?

So long as the extremists in education continue their cold war, teachers will be frustrated, administrators will have nightmares, and heaven only knows what will happen to the children. Educators, pull yourselves together! *Both* old and new have values to give. Neither mossbacks nor theoretical twitterers should dominate education. You create pressures upon

yourselves to the extent that you quarrel among yourselves about progressivism versus traditionalism. One of the most acute pressures you bring upon yourselves comes from the lay community—the parents who wonder what you're doing to their children. So long as you are divided, you will give warrant to the public's belief that all is not well in your house.

Then there is the question of economics. With taxes high and going higher, with costs mounting, it would be well for education to take a new look at its financial responsibilities.

I do not have in mind any cutting of salaries—teachers' salaries are going up *and properly*, and should go higher because of the tremendous necessity to position our teachers so that we may attract higher type people to this all-important field. But rather what I am referring to is the simple fact that the public needs a greater return on present physical plants.

Generally speaking, the public schools of the United States are still operating under the old rules. The old rules were established many years ago, long before the five-day week became a way of life. The old rules call for five-day school sessions with three months' vacation; thus our educational plants are used a small percentage of time available. Sooner or later, I am sure that primary and secondary education must be on a twelve-month basis as is true in our other industries. This does not mean that the same pupils would go to school for twelve months, nor does it mean that the same teachers would teach for twelve months. But what it does mean is that sooner or later, the physical properties are going to have greater usage.

Certainly this is the type of a problem that education itself should attempt to solve. Maximum efficiency is in line with the times and develop-

ment of this efficiency would be an earnest payment on seeking further vital and essential support from the communities of the nation.

Are you, as educators, making maximum use of what you have in the way of physical plants? If not, are custom and tradition stubborn in the face of this possibly necessary and certainly feasible reform?

One of the important present aspects of American secondary education is that of public relations. How close are you to your newspapers and other mass communications media?

How willing are you to lay your problems before the public through your newspapers, for example?

I have in mind immediately two critical situations in American education, which in my judgment could have been averted by frank discussion in the daily press. One is the famed Pasadena case, with which you are all familiar. The other is the case of the teachers' strike in Irving, Texas. Only recently *The Denver Post* sent its associate editor, Mr. Lawrence C. Martin, to Irving, Texas, to find out why the school board had fired the superintendent of schools, why the teachers struck, why 5,600 pupils missed so many days of school, and what was going to happen in that prosperous town half way between Dallas and Fort Worth.

I say with regret that I cannot give you all the answers. The fact remains, however, that Dr. Beard, the superintendent, was fired out of hand. There are charges and counter charges, but the one charge given great credence in Irving was that Dr. Beard, the superintendent of schools, and the teachers supported the wrong candidate for governor and that the school board did not fancy their opposition to incumbent Governor Shivers.

In any event, the Dallas and Fort Worth daily newspapers handled this

situation so delicately that the real cases remain a mystery. Mr. Martin reported both sides of the unfortunate controversy, but the situation had gone too far for an airing to cure it. The results will be interesting to observe, but the Irving case is a good example of the necessity for the full reporting of all incidents affecting the life and work of our school system.

As many of your know, Denver is fortunate in having a most able school superintendent, Dr. Kenneth Oberholtzer. In the early part of Dr. Oberholtzer's regime, Denver was headed straight to be another Pasadena. Everybody in town seemed to be choosing up sides. It was progressive education versus the Three R's with a vengeance. It was the same old story—the attack on progressive education, charges of inefficiency of the schools and rapidly what had been one of the most peaceful school situations in the United States was becoming sort of a minor Battle of Gettysburg.

The Denver Post contributed to a cure of the situation and without too much difficulty by the application of the simplest possible remedy. Again we called Mr. Martin into action, and wrote some fifty articles giving every possible side and shade of the Denver school fight. This publication went on for several months. When it was finally concluded and everybody had had his or her say, at least once and sometimes three times, the entire unpleasantness vanished into thin air and law and order was restored—which situation I am happy to say has continued from that time on with only minor and normal outbursts.

If we in America are to realize the fulfillment of the American Dream, *all* of us must do our part. Certainly education must do more than its share.

This is vital because there is today a climate in America which is *not*

healthy. It is tinged with a mild hysteria against the backdrop of the bomb. This climate has latterly been known as McCarthyism which has made possible charges against our citizens without proof. Teachers, unfortunately, have often been the object of these attacks.

Teachers have been, in fact, among the principal targets and victims of "the faceless informer," a type of witch hunter alien and hostile not only to traditional American concepts of fair play, but also to the "due process" upon which our constitutional safeguards to freedom are built.

Who and what are the "faceless informers"? They cannot be identified by name or position, for they lurk in a shadowland of official governmental secrecy. They never come into the open to face those they accuse, or to present either evidence or proof in support of their ghostly charges.

The type is easily defined. The "faceless informers" are informants who deal in derogatory, unsworn, and unsupported testimony about teachers and other citizens, tending to put the stigma of loyalty risks or outright subversives on those they accuse from the sanctuary of their own anonymity.

The work of the faceless informer and the results it has produced among American school teachers, was exhaustively surveyed a few months ago by *The Denver Post* in an investigation from coast to coast, in a dozen states.

These informers work through federal and/or state governmental agencies. In Colorado, for example, the then governor passed out derogatory information about six teachers—five in elementary and secondary schools and one in the state university. He refused to name the source except to say that it was official and reliable.

None of those teachers know to this day who put the finger of suspicion on

them—suspicion of subversion, based in every case upon associations or activities years before. No charge of present subversive associations, no charge of any overt act of subversion was made. Most of the teachers never were shown the detailed information put out by the governor. Not one of them was convicted of subversion, but four of them were separated from the schools. On what grounds? "Conduct unbecoming a teacher" or some similar charge.

In Philadelphia at this very time, twenty-six school teachers are fighting for their professional lives and their reputations against the faceless informer, who caused them to be suspected as loyalty risks. But those teachers were not faced by an accuser; in fact, they weren't formally charged with subversion. They were tried as incompetents or for failure to cooperate, either by admitting that they were subversive or by naming other teachers as subversives.

In New York, the work of the faceless informer has been dramatized by the revelation that the notorious Harvey Matusow, self confessed perjurer-for-pay, put the finger on a number of teachers, most of whom have been separated, but none of whom, according to the New York school boards report to state education authorities was a subversive.

That sort of thing has happened all across the country. And it is not only the teachers who have been victims of this type of McCarthyism—school superintendents and school boards have been victimized as well. Because the faceless informer works under a cloak of official sponsorship, local school officials have been cowed and fearful—fearful of being accused of "coddling" communists in the schools. They have, in many cases, therefore, taken the unsupported, anonymous

information of the faceless informer as gospel, and by exercising broad, general disciplinary powers, have become partners—often unwittingly—in the violation of teachers' rights as citizens, their fundamental rights to due process, to be faced by an accuser, to make an adequate defense.

This has resulted in such confusion of teachers' rights as professionals with their rights as citizens that both sets of rights have lost their clear identity. As a result, the time honored rule of innocence until guilt has been proved has been reversed. The victim of the faceless informer is more often than not automatically considered guilty, without a chance to prove innocence.

It is necessary that we cleanse the climate of this present smog of confusion, and to that end, the cooperation of *all* mass media must be rallied. Education must work closely with other mass media, and particularly is this true of secondary schools and their relations with newspapers. I think it is important for *all* educators to realize the part that newspapers *could* and *should* play in their affairs. I think it is important that students in our schools be taught how to read newspapers and to understand the difference between slanted news and straight news, to understand that properly a newspaper's editorial position is not ascertained by headline, a twisted news story, a classified ad, or a letter to the editor, but rather in the columns on the editorial page. I have suggested many times for the consideration of many people that classes in how to read

newspapers be established in our schools, particularly in the secondary schools and in the units of higher education. These classes could also serve to help students analyze radio casts and television presentations, so that they might get more adequately the proper facts with which to judge situations that so vitally touch their lives.

And now, finally, may I say to you as individuals that you are dedicated men and women, that your work is tremendously significant and that it is also desperately necessary that you realize the importance of your work.

In a democracy such as ours, the dignity and importance of the individual is the very foundation of our society. With this freedom and dignity which is accorded to us under our customs, or laws, and our traditions, there goes a great responsibility. Never has it been so essential in America for our citizens to realize this fact, and never has it been so important for our citizens who are dedicated in the learned professions to realize this fact. And so I say to you, that the greatest contribution that you can make to the future of our society and to the continuance of freedom in this war-torn world is the full exercise of your franchise as citizens and educators in the full realization of your part that what you do and think is vital.

After all, this republic, known as a democracy, lives and has its being on the individual performance of its citizens. And let us always remember and never forget that fact.

Enduring Values in Education¹

THE DEVELOPMENT of enduring values in education, at the secondary or at any level, has consistently been an integral component in the evolution of the American way of life. This development is characterized by satisfactions born of achievement and by steady improvements in standards of family, community, and national living. Within the last generation, more than in any previous one, this evolution of American schools and American life has become extensive in its influence and cooperation, reaching to every nation on the globe. Hardly can we point to progress in any post, in any profession, without a consciousness of the fact that the American free public schools have played some fundamental part in the progress observed. Truly, the enduring values of education today must be characterized not only as a contribution to local, state, and national life, but to international life as well.

To attempt a classification, or a mere listing, of the enduring values of education would entail the citing of practically all educational values. These values are not transitory, not temporal in their effect. Though the use of educational procedures may involve the mere laying of a foundation stone in the eternal structure of civilization, nevertheless that contribution is everlasting.

At this time it will be my purpose to discuss but a few of the enduring values

of education, particularly as they apply to the secondary schools. We may well think of the secondary schools as affording a transition period of education. In the elementary schools we rightly build a foundation of general education. We develop the fundamentals. We do, contrary to uninformed opinions, teach the Three R's. But the Three R's do not represent all of the educational fundamentals. The fundamentals we teach at the elementary school level include those extensive elements of knowledge and skill basic to orientation for future growth and life in our democracy. At the secondary level, we continue to provide general education pertinent to the development of worthwhile citizenship. At this level, the maturation of youth presents added needs; hence, we broaden our offerings. We provide a period of exploration of individual aptitudes and interests. We afford greater opportunity for development of individual resourcefulness. We lay the foundations for future vocational growth. We provide increased opportunity for social growth. We initiate learnings that may be continued at the collegiate and graduate levels. In short, we continue general education in its ever-broadening scope. All of these factors, and still others, provide enduring values at the secondary level, though they are not limited to that level. There are so many enduring values that we should not think of any omitted here as unimportant. Each value is important as a keystone in our educational life.

¹ Delivered at the Third General Session of the Association, March 25, 1955, at Chicago.

The expansion of the secondary school program is directly attributed to our evolving way of life. We are actually behind schedule. Even today our offerings at the secondary level are not wholly contemporary with the progress of life in America.

Changing concepts of American life dictated changed objectives and practices in American public schools. Our national population, coming from Europe, naturally established the first schools on the basis of European educational standards. Our pattern of life soon broke with European customs and habits. Likewise, policies in our public schools broke with the early pattern of the public schools because of the developed national need for youth to be educated more individualistically for life in a free American Republic. For instance, no longer was he influenced or directed by social, political, or economic need to guide his life's vocational activities along the lines of his ancestors, nor in areas dictated by his family's social position. No longer was the son of a minister destined to follow the life of a clergyman. No longer must the son of a physician be guided into medicine. No longer was the son of a farmer designated as one to till the soil. Individual aptitudes and interest became factors in fitting youth into vocational activities. Therefore, the original-type school, providing little for the individualizing of pupil development, was no longer adequate.

The brunt of this situation fell mostly upon the secondary schools. The development of individual aptitudes and interests became a dominant factor in the organization of programs of studies. More and more, better to meet national demands for the education of youth in many areas, our secondary schools began to expand their offerings.

Today the development of individual

abilities, the encouragement of individual interests, and the growth of individual resourcefulness are national characteristics of secondary school progress. Freedom of vocational choice and citizen-resourcefulness are the commanding characteristics of American life that have demanded the establishment of versatile life-education.

It is well that this condition exists, for so long as our public schools strive to meet the demands of American citizenship, just so long shall we continue to develop one of our greatest enduring values of education; namely, the adequate compliance of our school offerings and procedures with the demands for the individualistic way of American life.

Evidence of support of the national way of life by the cherished educational values of our schools abounds on every hand. Instead of the traditional ascent to a vocation through family or social influence, an evolving educational system began to make possible vocational choices based upon special training, aptitudes, and interests. The son of a man in a profession or business gained freedom to apply his individual aptitudes and interests in selecting a life's vocation. Today the farmer's son may become the physician. The physician's son may become the farmer. The teacher's son may become the engineer, and the engineer's son may become the minister.

Opportunities for the development of individual abilities, interests, and resources, together with the resourcefulness and general knowledge needed by all citizens, have become so well established that we may rightly conclude that the generalized education which they reflect constitutes one of the basic enduring values of the American secondary school.

The enduring value of exploratory and individualized opportunities at the

secondary school level results in a vital, dual purpose. Through general education, we produce youths more versatile in their adaptation to the multiple types and purposes of our national life; young people who through a broader, generalized knowledge become better American citizens; young people for whom a foundation is laid upon which specialized vocations may be built.

General education, however, is not designed to produce experts. And we need experts, specialists, in every walk of life. Through general education we learn enough about certain aspects of life to guide our individual selves, to become appreciative participants in community living, but not always enough for wise improvement. For consistent improvement in all walks of life, we do well to consult specialists in these fields. Each of us has general knowledge of many fields, but special knowledge of only a few. We know how to run automobiles and when they ride roughly, but we must depend upon engineers to improve the riding quality. We know there are wonder drugs for the preservation of health, but we do well to consult health scientists before we consume those drugs. We may be critical of the local city government, but seldom do we really have enough information to offer valid means of improvement. We know something about welfare, but we do well to leave the task of removing slums to social experts.

However, we do not always so react. In the social, political, or educational world, the potentially harmful results of inexpert tampering are not so obvious as in the realms of machines and drugs. Hence, Mr. Average Man does not hesitate to use his limited knowledge in loudly voicing "sure cures" for existing evils. We tell Congress where it has erred. We "tell off"

the city manager. We berate social service. We prescribe cures for educational problems. In other words, being a product of universal education, we frequently become unwisely critical or approving in our pronouncements. When social or civil or political or financial conditions become strained, we find ourselves more critical of our civic environment. Public school crises usually reflect an upheaval in a social order where people have been encouraged through universal education to be self-expressive, to be aware of all avenues of life; in short, to be generalists. It is well that we have so educated the populace; but we need specialists also. We have improved upon the historic phrase, "Jack of all trades but master of none," by doing two things:

1. We continue to create "Jacks-of-All Trades" through general education enriched by ample opportunities for the exploration of individual aptitudes and for the development of individual interests. All of this is excellent. It represents one of the enduring values we must forever cherish, because general education affords a much needed exploratory and guidance program.

2. Through public school educational foundations and subsequent university specialization, we change the phrase, "Master of None," to "Master of One." We educate for specialization. We round out the foregoing enduring value of free public education by making the individual "Jack of All Trades and Master of One," by affording him a broad general education for useful citizenship in community, national, and world affairs on the one hand, and special education for his chosen vocation on the other.

As an enduring value in education, we must foster the development of a proper attitude towards generalized education as well as a respect for the development of the expert in whatever

field he may elect to practice his chosen profession. Well may we continue to be acceptably informed in many fields, and yet be expert in one. Well may we continue to encourage the newer concept of "Jack of All Trades and Master of One."

Today no nation lives unto itself. No longer need we say, "The world is shrinking." Rather is it time to say, "It has shrunk." True, it may shrink some more, but it is already small enough forever to preclude any stabilized ideas of isolationism, not only in politics, but in our business, industrial, professional, agricultural, and even our social lives. The development of international knowledge and attitudes is destined to become an enduring value of increasing importance. There are and will be expanding demands for international living—for international understanding. As more and more—hundreds, thousands, even millions—of our youth find themselves at times in foreign lands, it becomes imperative that our American schools expand again to lead our young people to an even greater understanding of the significant demands of international life.

The development and implementation of such an expanded international concept within our curricular offerings poses no easy problem for our secondary schools. Particularly is this true for those pupils whose entire public school education is confined within our forty-eight States, a situation which applies to the vast majority of our secondary population. It helps some to have parents whose sojourn in foreign lands has broadened their concept of international living. It helps somewhat to have teachers who have traveled, or better who have taught American schools in foreign lands. It helps even more for a small but growing percentage of American children to attend American schools in foreign lands. One might well

say that these who get all or part of their high school education in typically American schools situated in the midst of foreign populations around the world are the chosen few, so far as developing an improved international concept of life for Americans is concerned.

We have made a beginning in developing international life-values. The fifty thousand American school children who are attending over one hundred American elementary and secondary schools taught by American teachers in Europe have an unmistakable advantage in developing a lasting understanding of the international problems we face today. These children know what a bombed-out city looks like. They know what the houses look like that have been hit by blockbusters. They see today, ten years after World War II, the continued, feverish effort to rebuild. They know the significance of small patches of land where dynamically industrious farmers try to eke out a living with ox and cart. They appreciate the potentially friendly relations as they visit foreign schools and as foreign children visit theirs, as they sing Christmas carols together first in one language and then the other. I shall never forget my visit to a senior high school class in the Orleans American High School and heard those boys and girls, in free discussion, talking about economic and financial problems of Europe with a sophistication that would well befit any group of adults.

To American children enrolled in dependents' schools, history is made real by contacts with famous places. In Paris, thirteen hundred American children have but a short subway ride to the many renowned places of that great city. At Heidelberg, they study in the shadow of the original location of Professor Bunsen and his contribution to science. At Nuernberg, the overgrown, unfinished, mighty Hitler

stadium is commonplace to over one thousand American pupils. At Wuerzburg, they see the original location where Professor Roentgen developed the X-ray and at Mainz the famous Gutenberg press is still in operation. At Butzbach, an American school is now standing literally on the remains of an old Roman road, uncovered in the basement excavation.

All is not a bed of roses for American teachers at work abroad. Only those with some spirit of adventure, with aggressiveness, and with a willingness to make tremendous adjustments and possibly to endure some hardships succeed. Most of our pupils are housed in beautiful, modern schools the equal of any in the States. They enjoy up-to-date equipment, libraries, and teaching aids. Most of our teachers are housed in very comfortable government quarters. But we still have a few locations that call upon the inexhaustible ingenuity and spirit of the American teacher. For instance, at one school in France, I waded mud to reach the elementary school housed in French buildings. There was frost on the ground. Children and teachers wore overcoats and galoshes in the classroom. There was no heat. Yet when I suggested that those children should be returned home, teacher and pupils together chorused a resounding "No." They were happy. They were typical Americans. They were learning fundamentals and the enduring values for later use in life. What few of such substandard locations there are, are fast being remedied by excellent Army cooperation.

Not only the students, but also the teachers whom you loan to us for a few years, benefit greatly through such an experience found no where else in American educational history. Removed from the possible provincialism of their own school systems, they are

exposed to educational thinking and practices characteristic of every state in the Union. They travel, they may study abroad, they may even secure Masters' degrees in American universities by summer study. Armed with cameras and notebooks, they enrich their experiences and broaden their international concepts; so they return to the United States with greater teaching effectiveness and enhanced ability to impart the enduring international values of education to children throughout our nation.

Certain it is that one avenue of approach, available to our schools and essential to enduring values of education in international living, is through the teaching of foreign languages during the elementary school years. In Europe, one need but go from school to school and from the kindergarten to the high school, to observe *all* children learning a foreign language with an alacrity that would seriously challenge the effectiveness of the teaching of our courses in foreign languages. My astonishment knew no limits as I visited a kindergarten of American children who were learning German. I was again impressed when visiting the upper grades in the dependents' school at Bonn to see the children serving as guides to visiting German university students of Education. Those 6th, 7th, and 8th graders spoke German with a fluency that could not help but astonish one; but what is more important, their linguistic ability may some day greatly facilitate the comprehension of a broader international life in all areas.

Parents are fully cognizant of such values. Typical of many parents were those at Bad Godesberg who live twenty miles from their work and are entirely surrounded by German families. Their children soon excel in language usage. They master foreign speech far

more rapidly than do their parents. In France and Spain, and other countries as well, similar situations exist. Literally thousands of American families live in local communities with French or German or Spanish families as neighbors. Truly their children are having built into their lives an international educational value that augurs well for a world wide understanding in generations to come.

People of foreign lands share our desire for international understanding and for improved enduring values in education. Europeans attend our social affairs. Our Christmas party for Dependents' Education workers was attended by as many German as American couples. They exchanged greetings in both languages. They danced together—however, some of the Americans did not show sufficient endurance in the German waltzes! Europeans attend American games, and vice versa. They sit together at parent-teacher meetings. Typical of their interest was the PTA meeting in Frankfurt last November. There were some five hundred Americans present and about one hundred German educators, to listen to a discussion of German educational philosophies by a German professor, and of American educational philosophies by me. Their interests did not stop at the close of the meeting: letters of inquiry followed. Individual, yet typical, instances of a recently developing value in our educational world are found not only in Europe, but in Africa and in the Orient; in short, wherever American schools are maintained for American children abroad.

Enduring values in education must continually be scrutinized for improvement, for public interpretation, and for defense. We must ever be alert to the pronouncements of special or selfish interests, to nostalgic exaggerations, to

individual citation procedures, and to willful misuse of educational statistics—all of which represent distorted interpretations of educational values. The answer always lies in a demand for the *whole* story, fairly given. Relying on the facts, education has reason to continue to move toward clearly delineated, enduring values through our schools that have cultivated and must continue to cultivate in ever-widening circles the universal growth of national life and worldwide progress. Only by constant, fair interpretation of our public schools shall we be able to present to the intelligent voting public the true and adequate recital of enduring educational values and achievements. Though we may face challenges, always is there the realization that an unrelenting crusade for every-broadening general education and ever-increasing specialization through education will serve to guard our complete life and to be the eternal buffer to chaotic disintegration.

Enduring educational values serve as a foundation in all walks of life upon which every business or profession builds its very existence. War, politics, government would reek with anarchy were it not for the enduring educational values as a foundation for peace, for wise and fair statesmanship, for equitable and democratic rule. Health, recreation, home life, and safety would mock our way of life without such fundamental educational values. These values verily serve as an unsurmountable wall, guarding us from utter chaos: a shortened life span, financial bankruptcy, disrupted sanctity of the home, and a void of religious concepts.

Eternally man's quest has been for wisdom. The achieving of wisdom represents the pinnacle value of education. "Above all things, get wisdom." But wisdom does not come easily. It does not come quickly. It does not

come by education alone. Education furnishes foundation knowledge and the necessary skills upon which wisdom may be built. Man must go beyond such bases to acquire wisdom. There must be added experience and expertness and judgment and benevolence. These we hope are progressively cultivated through generalized education at the elementary, secondary, and collegiate levels, and by specialized education at the post-high-school level. But even these qualities, plus the beginner's experience, do not guarantee wisdom. Experience with life tempers and continually improves our complete abilities, so that we ultimately become expert; hence, we achieve the ability and authority to pronounce judgments. Our neighbors, our co-workers, even strangers, come to us for advice and direction. As we continue diligently in our studies and in our experiences, and as we apply benevolence, the milk of human kindness, to our life activities, then shall we approach wisdom. When, after years of activity and study built upon increased knowledge, enlightening experience, and accepted judgments, we become authorities in our

chosen fields, when we apply our knowledge and skills and judgments to the betterment of mankind, then, and only then, do we achieve wisdom. Then may we guide others toward enduring educational values, toward the essentials of an improved democratic citizenry, toward an enlightened way of life; in short, toward the general betterment of mankind. Then shall we augment the realization of educational values with an aroused educational consciousness, an awareness of the powers of education born in emergencies. Then shall we inculcate upon the minds of both youth and adults a zeal for continued education, an educational awareness that will serve not only temporary values but assure enduring values as well. Then shall we rejoice, because ensuing generations, facing what appear to us as unsurmountable obstacles to peaceful life and guided by an altruistic wisdom, will rise to meet the challenge of their day with a crescendo of still higher standards of life at home and throughout the world, built on sane, safe, enduring values of education.

Future Program of the Commission on Colleges and Universities¹

MY TASK HERE this morning is a relatively simple one, but it is not easy. For I am to re-tell, not a twice-told, but at least a thrice-told tale and keep you all awake for twenty minutes. The activities of the committees of the Commission on Colleges and Universities, which are planning for the future, have been so widely discussed that I'm sure every college administrator, even those of us who find it impossible to keep up with our mail, have been indoctrinated somewhere. And I'm sure that our friends in the Commission on Secondary Schools have heard at least loud echoes. Indeed some of them have been heard to remark that the Commission on Colleges and Universities has taken a long time to learn the virtues of decentralization. As I retell this oft-told story I hope that I can provide a little background and convey something of the satisfaction, even the exhilaration, which those of us closest to the shaping of these plans have felt.

This satisfaction has arisen, I think, out of a fresh realization of what the North Central Association can mean to its member institutions, or better, what we as members can mean to each other, beyond those important functions which President Bail has just analyzed for us.²

¹ Delivered at the First General Session of the Sixtieth Annual Meeting of the Association, Chicago, March 24, 1955.

² See "Six Decades of Progress," by Milo Bail, *THE QUARTERLY* for October, 1955, pages 193-207.—EDITOR

Despite the achievements of the last sixty years it seemed to the committees that the effectiveness of our work as an association of colleges was limited by a number of things. *First*, by our size. There are nearly 400 of use spread thinly over nineteen states. *Second*, we have failed to provide a working mechanism through which like-minded schools could get together for the study and resolution of common problems. The only steps which have been taken in this direction have been taken by the Commission on Research and Service. And we are grateful to them. But the time has come when opportunity for such cooperative study must be available to all who wish it. *Third*, we have found no systematic way to make available to individual members of the association the know-how and the wisdom which we have as a group. *Finally*, we have failed to inform each other adequately about the techniques and the results of studies and explorations which are being carried on both within and without our membership.

At the outset, two years ago, these were the questions we were asking ourselves as we looked ahead to problems more difficult than any we have met to date:

1. Is our present organization adequate? And is our present conception of the function of the Commission on Colleges and Universities an adequate objective for the Commission?
2. Or to put the question the other way around: Can we and should we revise the structure of the Commission

- a) to make the Commission much more genuinely representative;
 - b) to provide for active participation by all member institutions in the affairs of the Commission; and
 - c) to bring members with common interests and problems together for a better common attack upon them?
3. Can we define objectives and functions for the Commission, beyond the essential function of accreditation, which would make it possible for all of us to focus our attention not on maintaining minimum standards of performance, but rather upon helping each other to make the greatest possible growth in strength and vitality of which we are capable?

The answers to these questions are well known to you. Proposals are now before the Association, with the unanimous recommendation of the Commission, for a reorganization of the Commission on Colleges and Universities.¹ These proposals call for a decentralizing of the activities of the Commission on a regional basis and for recognizing that we have several clearly different types of institutions in our membership with differing interests and problems.

I am sure I speak for the members of the Commission as well as for the members of the planning committees when I say that our conviction is strong that this reorganization is an important forward step in itself and that it is a step essential to our undertaking new functions. We hope, therefore, that the North Central Association membership will give careful and favorable attention to these proposals.

Two years ago when these study committees were organized, one problem seemed of such urgency that a special committee was set up to deal with it: the problem of professional accreditation. For obvious reasons I cannot summarize here the results of

that committee's study. But the problem illustrates well our need for reorganization. The problem of professional accreditation, like most of our problems, has two characteristics. First it knows no geographical boundaries; it is as difficult in North Dakota as in Ohio. But equally important, the concern of our member institutions with it varies widely. For the "complex" universities the problem is constant and fundamental. Others of our members are concerned with professional accreditation only in a single field. And still others have no concern at all.

The proposed reorganization by regions and by types of institutions will make possible our sorting out for study the problems of special concern to each type of institution. We shall not come together, exclusively as we now do, in Chicago once a year, as a single great agglomeration of institutions (what Thomas Carlyle would have called "an amorphous botch") but as small regional groups brought together by a natural kinship of interests. Those institutions for which professional accreditation is a major problem will devote time and energy to it. The energies of others will be freed to deal with other pressing issues.

It is my personal hope that these annual meetings in Chicago may also change their character, that we shall meet here also by type of institution for work-sessions which will review the studies, the experiments, the tentative solutions reached in the various regions during the past year and the studies proposed for the coming year. These annual meetings might even be re-born with a new vitality if they became such work-sessions with most of our members actively participating. I even go so far as to hope that the regional units may prove to have such vitality and mutual stimulation that we shall refuse to bring the whole membership

¹ See "The New Role of the Commission on Colleges and Universities," by Norman Burns, *THE QUARTERLY* for October, 1954, page 160.—
EDITOR

to Chicago each year, but will insist instead upon using these precious days for regional meetings which could involve far more faculty members than we can hope to bring to Chicago.

Now may I summarize very briefly the conceptions of the Commission and its function which has evolved from the committee consideration and from the state and regional meetings of the last year.

All of us have made, I think, several basic assumptions, two of which are so fundamental that I must mention them. First, we assume that our nearly 400 colleges and universities *as a group* are committed to providing the finest opportunities for higher education of which we as a group are capable. This common objective *should*, and very largely *does*, but increasingly *must* override any feeling of competition among us. The second assumption is that within the North Central institutions themselves lie all the basic skills and all the wisdom necessary to meet our up-coming problems, insofar as they can be met. We do not need to seek help from outside; we merely need to bring these skills and this wisdom to bear much more effectively on the isolation, and the analysis, and the solution of our common problems.

As we approached a program of concrete activities for the Commission, we also evolved (and many of you have been party to it) a series of working hypotheses. Let me list the most fundamental of these hypotheses by way of illustration, for the program has grown out of them.

1. That self-study (both the capacity for productive self-study and the consistent pursuit thereof) is the best single evidence of institutional vitality and growth.
2. That effective self-study is seldom carried out in isolation. Whatever the area of the self-study, we need the help and stimulus of men from other institutions who have thought long about the problem and have

tested their conclusions with research or experimentation.

3. That many self-studies will be carried out more effectively by groups of comparable institutions than by a single college.
4. That we can no longer afford (if we ever could) to have knowledge either of the effective techniques of self-study or tested conclusions buried in files somewhere and hence denied to others of us who would use them.

I could go on but these hypotheses illustrate the direction of our common thought. And out of it sprang the program inevitably. There has been almost uniform agreement that we should *first* undertake three things:

1. the provision of well trained and widely experienced consultants to assist in a broad program of self-studies;
2. certain basic studies of particular concern to our membership and which no one else is undertaking or is perhaps in as good position to undertake as the North Central Association; and
3. the starting of a clearinghouse for our members through which will be disseminated many kinds of information, such as salary schedules, but which will also provide abstracts of the best studies which have been completed by our own members or by others in areas of our common interests.

Now specifically, where do we go from here? If the Association tomorrow approves the plans for the reorganization of the Commission on Colleges and Universities,¹ a subcommittee of the Planning Committee will meet all day on Saturday to put into final form a first proposal which it will then lay before a Foundation.

This first proposal is for a five-year project which will combine three elements:

1. the designing, and conducting, and evaluating of a program for training consultants for service in self-studies;

¹ For the plans referred to, see THE QUARTERLY for January, 1955, pages 236-37. They were approved at the annual business meeting of the Association, March 25, 1955.—EDITOR

2. the carrying forward of a growing number of self-studies in which the consultants-in-training would participate. Before the end of the five-year period self-studies should be underway in each of the regions and in some number. Fundamental to the effectiveness of this program is obviously either the discovery or the creation of the many instruments, tests, and manuals necessary to carry such studies forward.
3. the presentation of results both during the project and at its conclusion would provide a sound beginning for the clearinghouse.

This first project will be limited at the outset but will grow in magnitude during the five-year period. At its end we should have a corps of trained consultants and a large accumulation of data and conclusions as well. We

should be ready and able to carry on from this point for ourselves.

Additional proposals need not await the conclusion of this one. Other projects will be undertaken as rapidly as they can be fully prepared and matured.

In conclusion may I simply repeat the growing conviction, which most of us share, that we have within our member institutions the high skills and the knowledge to define our problems and to move far, at least, toward their solution. If the problems are great, our resources are also great. The question is simply, "How will we use them and toward what ends?"

Accrediting Program Followed by the Commission on Colleges and Universities¹

I ALWAYS WELCOME an opportunity to discuss the problems of accrediting, for accrediting never fails to arouse lively discussion in educational circles. My assignment is to describe the accrediting program of the Commission on Colleges and Universities of the North Central Association, but I should also like to share with you some convictions about the place of accrediting in American higher education. I believe that the most important problems of accrediting are theoretical, not organizational, and I hope that in our discussion we can consider some of the more fundamental questions.

The North Central Association is the accrediting agency for the nineteen-state region extending from West Virginia and Ohio on the east to Wyoming and Arizona on the west. In this region there are approximately 600 institutions of higher education of all sizes, types, and degrees of educational maturity, of which 381 colleges and universities now hold membership in the North Central Association. This has been a fertile region for the development of large public universities and a host of independent colleges established under religious auspices.

The responsibilities of the North

Central Association in the field of higher education are discharged through a Commission on Colleges and Universities, which in turn carries out its program through district committees, committees representing the different types of institutions, a Board of Review, and other committees concerned with special aspects of the Commission's work. In recent years the Commission has been engaged in a searching re-examination of its functions and procedures for the purpose of defining more precisely the role of accrediting in relation to other methods of improving the quality of higher education in this region. As a result of this study the Commission has greatly increased its efforts in the provision of consultant service, in the stimulation of institutional self-study, in informal visits to institutions, and in the dissemination of useful information.

The North Central Association is a *general* accrediting agency. Its role as a general accrediting agency may be contrasted with that of specialized accrediting agencies in such fields as engineering, medicine, journalism, and chemistry. As a general accrediting agency, it is primarily concerned with characteristics which cut across an entire institution. Thus, the accrediting criteria employed by the Association are in large part institution-wide criteria. This conception of general accrediting focuses attention on those

¹ Abstract of a paper delivered to the Resident Instruction Section of the Association of Land Grant Colleges and Universities at Michigan State University, East Lansing, Michigan, November 16, 1955.

strategic features of an institution which affect the detailed operation of the institution in all of its educational units.

In the development of its accrediting program, the North Central Association has striven for the highest degree of simplicity and flexibility consistent with the maintenance of good academic standards. The program is divided into three phases: initial accreditation of institutions, reappraisal of member institutions, and relationships with specialized accrediting agencies concerned with particular parts of institutions. The procedure for initial accreditation calls for the submission of a comprehensive and critical self-survey report by an applying institution, followed by a survey by an examining committee representing the Commission. The examining committees usually number two to four persons, depending on the size and complexity of the institution to be appraised. Our examiners are selected for their general knowledge of American higher education and for special understanding of the type of institution to be surveyed as, for example, the junior college, the liberal arts college, the teachers college, or the university. Most of the examiners are major administrative officers in member institutions. When a survey is being arranged for an institution in which some one professional program is especially prominent, a specialist in that field may be included on the examining committee. Thus, specialists in engineering education and agricultural education have been appointed to examining committees visiting institutions in which such programs were central to institutional purposes.

The question to be answered by the Commission and its committees in the consideration of an application is: "Is this institution which is applying for

accreditation of reasonably good quality, over all, in comparison with institutions having similar purposes now holding membership in the Association?" This is obviously not an arithmetic process; it is a process of judgment by informed persons who take their responsibilities seriously.

Since institutions change over a period of years and a college or university which was acceptable when it was accredited may later decline in educational effectiveness, it is important for an accrediting agency to have a systematic procedure for reappraisal of institutions. The North Central Association follows a policy of selective reappraisal, rather than periodic reappraisal of all member institutions. An institution is reappraised if it makes significant changes in its program or if there is some reason to question its maintenance of good standards of education. The Commission has used a variety of procedures for checking on the quality of institutions and for counseling institutions which are in difficulty. A full survey by an examining committee is not the usual first step. Special reports, an interview with the president of the institution, and informal visits by representatives of the Commission have all been used and give to our procedures what we think is a desirable flexibility.

The third facet of the accrediting program of the North Central Association is that concerned with relationships with accrediting agencies for special fields. The most significant activity in this connection is the "generalist plan" developed by the Committee on Professional Education, which represents primarily the presidents of the large and complex universities in the Association. The purpose of this plan is to bring to the evaluation of professional programs the broad competence of experienced gen-

eral administrative officers. We think it is important for general administrators as a group to be actively represented in the accreditation of professional programs.

The key person in the generalist plan is the generalist himself, that is, the North Central Association representative who accompanies the professional accrediting committee on its visit to a university. Participation by an institution in the generalist plan is voluntary, and the generalist is appointed only on the request of the president. During the visit the generalist supplements the specialized knowledge of the professional representatives. He is not a member of the professional accrediting committee, but he is in a sense a consultant to the committee. He brings to the attention of the professional committee any information concerning the purposes and policies of the university as a whole which seems to have relevance to the appraisal of the specialized program. He provides liaison between the professional committee and the central administration of the institution. The generalist is selected for his breadth of competence as an administrator and not for expertness in the professional field in which the evaluation is being made.

From the point of view of the university the generalist plan is valuable in that it promotes communication between central administrative officers and professional accrediting agencies

and also assures that professional programs will be appraised in the light of total institutional interests. The generalist plan has been developed primarily for institutions of complex organization, of which there are many in the territory of the North Central Association. It has recommended itself to our member institutions because it is voluntary, is eminently feasible in that it places very little burden on a university, requires a minimum of machinery and paper work, and promotes the unity of the university.

I believe that the strong impetus toward experimentation in accrediting techniques augurs well for the future. Through diversity in techniques we can test new and different ways of doing things and thus enrich our common knowledge of institutional evaluation. I wish that I could outline for you some of the proposals now being considered in the North Central Association for the revision of our accrediting criteria, but these are still in the talking stage and it would be premature to give them much attention in a general discussion. Among the promising emphases which have been advocated are more systematic studies of the graduates of institutions, more refined techniques for appraising the intellectual vitality of institutions, the encouragement of independent study opportunities for students, and more attention to institutional planning.

The United States Air Force Academy

The Nation's Newest Service College¹

FOR MANY YEARS a need has existed for an educational institution where specialized training in the science of airmanship could be acquired by the Nation's finest young men. With the establishment of the Air Force Academy, this need is at last being fulfilled. The idea of an Air Force Academy is not new. As far back as the early 1920's, some far-sighted airmen saw the need for a separate service academy to prepare officers especially for the air service. In March, 1949, the late Secretary of Defense James Forrestal formed a Service Academy Board to look into the question. He appointed Dr. Robert L. Stearns, then President of Colorado University, Chairman; General Dwight D. Eisenhower, then President of Columbia University, Vice Chairman; four other university presidents; Superintendents of the Military and Naval Academies; and a representative of the Air Force to make an extensive study of the academies needed by the Armed Forces. Their report endorsed the Service Academy concept and strongly recommended that a third academy be created to train officers for life-time careers in the Air Force. In 1954, Congress authorized the establishment of the Air Force Academy and the expenditure of \$126,000,000 for that purpose.

¹ The Editor requested this article with the expectation that members of the Association will find it extremely useful in counseling students of military age. In his judgment, it supplements the educational values of *Your Life Plans and the Armed Forces*, mentioned in the editorial pages of this issue.—EDITOR

The United States Air Force Academy is located temporarily at Lowry Air Force Base in Denver, Colorado. It is anticipated that the Academy will remain at the Denver site until the summer of 1958, at which time it is scheduled to move to the permanent location near Colorado Springs. The permanent site was selected by former Secretary of the Air Force Harold E. Talbott on June 24, 1954, from among three recommended by a distinguished Site Selection Commission.

The Academy is indebted to a number of leading civilian educators, together with the staff and faculty of both West Point and Annapolis, for assistance in the development of its program of instruction. Approximately sixty distinguished civilian educators have acted as consultants since 1948.

In developing this program, a great deal of consideration was given to the diversified attributes required by an Air Force officer today. Most of these attributes are readily discernible. Unimpeachable character, an unflagging sense of duty, and devotion to the best interest of his country are requisites of all officers in any of the services. It is generally recognized also that warfare in both its technical and nontechnical aspects is constantly becoming more complex, and accordingly Air Force operations call for a higher degree of skill, knowledge, and judgment than ever before. Air operations are, of course, dictated by military policy and objectives which are based on national policy and objectives. Knowledge of

our country and its relations and interactions with foreign countries is essential to effective military action. For these reasons, it is not practical to produce men with a good grasp of strategy and tactics with no clear concept of the political, social, and economic factors which underlie the great problems of our time. To deter or defeat aggression, it is essential to produce men trained for the conduct of war in the broadest sense, because today there is not a facet of governmental structure or economic and social organization that remains untouched by war.

For these reasons, the program being offered is unique to the Air Force Academy. It differs considerably in its emphasis on air requirements, as contrasted with land and sea requirements, and in its greater emphasis on the humanities and social sciences.

The entire program is divided into two major phases: the airmanship program which comes under the direction of the Commandant of Cadets, and the academic program which falls under the supervision of the Dean of Faculty. The airmanship program is that part of the curriculum dealing directly with military training, flying, and physical training. The purpose of the airmanship program is to train and condition the cadet for his destined role of leadership in the field of aviation. Toward this end he will be trained to full qualification as a rated aerial navigator; he will be given indoctrination training in piloting aircraft; he will be instructed in the composition, administration, and control of military forces; he will be given thorough training in the art of leadership; and he will be developed physically to such condition as will permit him most successfully to employ the skills he acquired.

The problem of developing leadership is not one which can be delegated solely to the airmanship program. It is

a process which must go on twenty-four hours a day, seven days a week, in class and out. The academic instructors, whether they be teaching physics, English, or economics, must always bear responsibility for aiding in the development of leadership and a high sense of duty. For this reason, all of the instructors in both the airmanship and academic programs must be officers who, in addition to meeting a high standard of qualification in their respective subjects, have demonstrated marked qualities of leadership.

The present faculty has come from Air Forces officers already on active duty. Some received their graduate training under Air Force auspices; many are former civilian college instructors who were recalled to duty during the Korean engagement; and many more have earned advanced degrees in their off-duty hours. Eighteen hold Doctors' degrees, thirty-nine hold Masters', and eleven hold Bachelors' degrees in Art or Science or both. More than half of the faculty hold aeronautical ratings.

Teaching is done by discussion, demonstration, and student performance, supplemented with occasional lectures. The academic sections are small—which allows for free interchange of ideas and a great deal of individual attention on the part of the instructor to the learning problems of each cadet.

Cadets are arranged in sections according to their academic standing in each subject. This gives the instructors an opportunity to set a pace consistent with the abilities of each group. The more advanced students are given additional work, while those who have made less rapid progress receive concentrated instruction in course fundamentals.

The present temporary system of admission is a departure from those

of the Army and Navy institutions. Any male citizen between the ages of seventeen and twenty-two, who has never been married, who is of good character and who meets the prescribed standard of height and weight, is eligible to compete for an appointment to the Academy. In order to secure proper geographic representation, specific numbers of vacancies have been allocated to each state. Each United States senator and representative is authorized to nominate ten candidates to compete statewide for the vacancies allocated to his state. Based on population, 85 percent of all vacancies are filled by these Congressional nominees. The remaining 15 percent are filled by nominations from the President, Vice-President, Puerto Rico, the Canal Zone, the District of Columbia, Alaska, and Hawaii, as well as by selection from regular and reserve members of the United States Air Force and Army, and from sons of deceased veterans. Presidential nominations are reserved for sons of members of the regular Air Force, Army, Navy, Marine Corps, and Coast Guard. Qualified sons of Medal of Honor winners are admitted without limit.

After the candidate receives his nomination from one of the sources just described, he competes with other nominees from the same source in a comprehensive series of examinations. These tests include the Air Force Medical Examination for Flying Training, the Air Force Pilot Aptitude and Officer Quality Test, and the College Entrance Examination Board tests. These College Board tests include verbal and mathematical scholastic aptitude tests, together with achievement tests in intermediate mathematics, English composition, and social studies.

Forty-one Air Force Academy examination centers have been established throughout the world to administer the Air Force tests. The College Entrance Examination Board tests are given to nominees at Air Force expense, at the testing centers of the Educational Testing Service. Final selections are made by the Air Force. Nominations for the third class will be received, beginning in July, 1956, by the Air Force Academy Appointments Branch, Headquarters, U.S. Air Force, Washington 25, D.C.

Trend Away from the Eight-Four Plan in North Central Territory¹

BY 1890 THE EIGHT-FOUR PLAN of school and grade organization was generally accepted in most of the states as the most desirable division of the grades for the elementary and high schools. Two other plans were somewhat prevalent in certain parts of the United States, the seven-four plan in the South and the nine-four arrangement in New England.

Dissatisfaction with the eight-four plan developed shortly after 1890. Prior to this time, however, President Eliot of Harvard had reported that the entrance age of freshmen was increasing with the result that students were older than desirable upon completion of professional or graduate studies. Prior to 1900 reports of three important committees had a bearing on the reorganization movement which has taken place during the past fifty years. Included in the recommendations of the Committee of Ten, appointed in 1892 by the National Council of Education of the National Education Association, was the recommendation that the secondary-school period should begin two years earlier, leaving six years instead of eight for the elementary-school period. In 1895, the Committee of Fifteen, appointed by the Department of Superintendence,

although opposed to reorganization on a six-six basis, recommended that a more gradual transition be made from elementary and the secondary school. The Committee on College Entrance Requirements appointed by the Department of Secondary Education of the National Education Association, agreed with the Committee of Ten in recommending that the school system be divided into two parts of six grades each. Before 1900, there were these two clear-cut recommendations by prominent committees of national standing favoring reorganization on the six-six basis. It also was felt that the seventh grade, rather than the ninth, was the natural turning point in the pupil's life, as the period of early adolescence was beginning about that time.

During the decade prior to 1910 a few school systems had begun to experiment with the six-two-four plan of organization. This plan involved having a two-year intermediate school for grades seven and eight. These schools are still in operation in many communities and are frequently called junior high schools. Departmentalization of subjects rapidly spread downward from the high schools to these intermediate schools. It is not clear where the idea of a separate three-year junior high school originated. Recommendations of various committees which were made prior to 1910 urged that school systems be organized on a six-six basis, but there

¹ By arrangement with the writer, this article is taken from *Trends in School and Grade Reorganization—Major Departures from the Traditional Eight-Four Plan*, a 55-page publication issued by the Office of Field Services at the University of Illinois, a study which he released a few months ago.—EDITOR

were no recommendations favoring separately organized junior and senior high schools.

There appears to have been widespread dissatisfaction with both the educational program and the methods of instruction provided for seventh and eighth grade pupils and a feeling that these early adolescent youth should be given special attention. It had become evident that the educational needs of these pupils could not satisfactorily be met simply by extending the elementary school program and instructional techniques to the seventh and eighth grades. By 1910 some of the educational leaders were advocating reorganization and the people in many communities were ready to adopt some plan other than the traditional eight-four plan. There also was a growing dissatisfaction with the traditional college-preparatory program of the high schools. Apparently many pupils found little in such a program of interest to them. The end of the eighth grade had become the natural dropping-out point for the majority of America's children.

TRENDS IN SCHOOL AND GRADE ORGANIZATION

The number and percentage of high schools of each type in a state indicates the existing situation with respect to the organization of school systems. A major purpose of this study is that of ascertaining trends in school and grade organization, particularly in the better school systems of the North Central States. The North Central Association of Colleges and Secondary Schools has in its territory nineteen states. This association develops and establishes policies, regulations, and criteria for the evaluation of secondary schools and colleges. In order to hold membership in the Association schools must meet the conditions for member-

ship and maintain standards of excellence expected of member institutions. Consequently, high schools which hold membership in the North Central Association are usually the better schools of a state. Many high schools in each of the states are not members of the Association and are not included in this study. The period of time included in the study begins with the School-year 1931-32 and terminates with the School-year 1953-54. Table I shows the number of public and private high schools of different types by states. It is evident from the information presented in this table that a trend away from the four-year high school had occurred prior to 1931. Table II and Table III present the same kind of information for 1951-52 and 1953-54. Table IV shows the percent of high schools of different types for each of five school-years. In this table both public and private schools are included. Table V shows the number and percent of public high schools and the number and percent of private high schools of different types in operation during the School-year 1953-54. In Tables VI, VII, VIII, information is presented showing the number and percent of three-year schools and six-year schools by pupil enrollments for certain states for the school-year 1953-54.

During the period of about twenty years preceding the school-year 1931-32, the junior high school movement had become increasingly popular throughout the United States. At the time of this report the six-three-three plan of school and grade organization had been adopted by many communities. In some states there has been a tendency to retain the traditional four-year high school. In Illinois, the Township High School Act and the Community High School Act made it practically impossible to adopt the six-

TABLE I
TYPES OF PUBLIC AND PRIVATE SECONDARY SCHOOLS HOLDING MEMBERSHIP IN THE
NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS—
SCHOOL YEAR 1931-32

State	Number of Schools of Type Indicated					Total Number
	3-year	4-year	5-year	6-year	Other*	
Grades	10-12	9-12	8-12	7-12		
Arizona	2	27	0	8	1	38
Arkansas	13	21	0	35	1	70
Colorado	12	53	3	19	0	87
Illinois	7	298	0	0	0	305
Indiana	6	76	1	25	0	108
Iowa	26	128	0	0	0	154
Kansas	29	147	0	1	0	177
Michigan	55	159	0	0	0	214
Minnesota	39	51	0	0	0	90
Missouri	24	106	0	0	1	131
Montana	0	40	0	0	0	40
Nebraska	21	102	0	7	0	130
New Mexico	2	34	0	0	0	36
North Dakota	8	56	5	3	0	72
Ohio	33	178	2	97	0	310
Oklahoma	33	80	0	0	0	113
South Dakota	5	67	0	0	0	72
West Virginia	28	66	0	0	0	94
Wisconsin	19	92	0	18	0	129
Wyoming	2	20	0	7	0	29
Total	364	1,801	11	220	3	2,399
Percent	15.17	74.6	.46	9.17	.12	100.0

* This column includes high schools with grades 11 and 12 organized as a part of a college or junior college, and high schools with a half year of the 8th grade attached to a four-year secondary school.

three-three or the six-six plans of organization as these laws prescribed grades nine through twelve for all township and community high schools. The junior high school trend appears to have reached its high peak shortly after 1930, although in a few states the percentage of three-year senior high schools has continued to increase. By 1930 an increasing interest in another type of secondary school, the six-year high school, had become evident in a few states.

During the twenty-year period following the school year 1931-32 the total number of public and private high schools holding membership in

the North Central Association increased from 2,399 to 3,172 schools, an increase of 32.2 percent. During this period the number of three-year senior high schools increased from 364 to 478 although the percent of such schools of the total number of high schools declined slightly from 15.17 percent to 15.07 percent. The trend toward the six-three-three plan of school and grade organization evidently had ceased prior to 1951-52. During the twenty-year period since the school year 1931-32 the number of six-year high schools increased from 220 to 707 schools. The percent of such schools also increased from 9.17 to

TABLE II

TYPES OF PUBLIC AND PRIVATE SECONDARY SCHOOLS HOLDING MEMBERSHIP IN THE
NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS—
SCHOOL YEAR 1951-52

State	Number of Schools of Type Indicated					Total Number
	3-year	4-year	5-year	6-year	Other	
Arizona	3	40	1	3	0	47
Arkansas	13	25	2	58	0	98
Colorado	16	65	4	18	0	103
Illinois	12	464	6	17	2	501
Indiana	8	77	7	83	0	175
Iowa	32	127	2	13	0	174
Kansas	23	149	0	34	2	208
Michigan	53	124	13	61	0	251
Minnesota	90	27	0	3	0	120
Missouri	17	143	4	23	0	187
Nebraska	11	143	0	7	0	161
New Mexico	13	16	2	13	0	44
North Dakota	7	45	5	8	0	65
Ohio	59	171	8	222	0	460
Oklahoma	65	73	0	4	0	142
South Dakota	7	72	0	0	0	79
West Virginia	16	45	0	108	0	169
Wisconsin	32	101	3	21	0	157
Wyoming	1	19	0	11	0	31
Total	478	1,926	57	707	4	3,172
Percent	15.07	60.72	1.79	22.28	0.13	100.0

22.28 percent of the total number of high schools. A marked trend toward the adoption of the six-six plan during this twenty-year period is clearly indicated.

Montana, with 40 four-year high schools holding membership in the North Central Association in 1931-32, is no longer included in the territory of this association.

High schools of the five-year type usually are schools which are in a stage of transition from a four-year to a six-year secondary school.

The percentage of high schools of the three-year type, after remaining at a level of about 15 percent for several years, seems to be increasing since about 1950. There has been a gradual decline in the percentage of four-year high schools. The percentage of schools

of the six-year type continues to increase, although rather slowly during the past three years. During the past twenty-five years the greatest trend has been toward the adoption of the six-six plan of school and grade organization (Table IV).

The predominate type of private secondary school is the four-year high school. There appears to be no marked trend away from this plan of school and grade organization for the private schools holding membership in the North Central Association. The trend away from the four-year high school is even more pronounced when only the public schools are taken into consideration.

The North Central Association recently extended its membership to include a number of high schools located

TABLE III

TYPES OF PUBLIC AND PRIVATE SECONDARY SCHOOLS HOLDING MEMBERSHIP IN THE
NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS FOR THE
SCHOOL YEAR 1953-54

States	Number of Schools of Type Indicated					Total Number
	3-year	4-year	5-year	6-year	Other	
Grades	10-12	9-12	8-12	7-12		Inclusive
Arizona	4	42	1	3	0	50
Arkansas	16	21	5	63	0	105
Colorado	13	72	3	13	0	101
Illinois	19	477	4	15	0	515
Indiana	10	75	6	91	0	182
Iowa	37	127	3	8	0	175
Kansas	27	149	0	35	2*	213
Michigan	54	116	12	74	0	256
Minnesota	87	27	0	5	0	119
Missouri	16	135	9	27	0	187
Nebraska	10	137	0	10	0	157
New Mexico	14	18	1	15	0	48
North Dakota	9	41	4	12	0	66
Ohio	66	181	13	217	0	477
Oklahoma	85	62	0	0	0	147
South Dakota	7	72	0	1	0	80
West Virginia	17	40	0	120	0	177
Wisconsin	30	109	2	20	0	161
Wyoming	1	20	0	10	0	21
Total	552	1,921	63	739	2	3,247
Percent	16.07	59.29	1.94	22.76	0.06	100.0

* The two 2-year high schools reported in this column include grades 11 and 12. One is located at Parsons and the other at Pratt, Kansas.

in foreign countries. These high schools are classified by the Association as "Dependents' Schools." At present there are 30 such schools, 13 of the four-year type and 17 high schools of

the six-year type.¹ The six-year high schools constitute 56.67 percent of all of the "Dependents' High Schools."

¹ This number has since risen to thirty-four.—
EDITOR

TABLE IV

PERCENTAGE OF SCHOOLS OF VARIOUS TYPES BY SCHOOL YEARS SHOWING CHANGES
AND TRENDS IN REORGANIZATION

School Year	Percent of Schools of Type Indicated					Total
	3-year	4-year	5-year	6-year	Other	
1931-32	15.17	74.60	0.46	9.17	0.12	100.0
1948-49	14.51	62.64	1.92	20.72	0.03	100.0
1951-52	15.07	60.72	1.79	22.28	0.12	100.0
1952-53	15.81	59.72	2.00	22.28	0.19	100.0
1953-54	16.07	59.29	1.94	22.76	0.06	100.0

TABLE V

NUMBER AND PERCENT OF PUBLIC AND PRIVATE HIGH SCHOOLS OF VARIOUS TYPES
FOR THE SCHOOL YEAR 1953-54

	Number and Percent of Schools of Type Indicated					Total Number
	3-year	4-year	5-year	6-year	Other Type	
Public:						
Number	511	1,603	61	734	2	2,911
Percent of Total—Public	17.55	55.06	2.09	25.21	0.06	100.0
Private:						
Number	11	318	2	5	0	336
Percent of Total—Private	3.27	94.64	0.59	1.48	0	100.0
Total: Public and Private	522	1,921	63	739	2	3,247
Percent of Total	16.07	59.29	1.94	22.76	0.06	100.0

Eight of these six-year high schools are located in Germany and seven of them in Japan.

Many authorities in the field of school administration regard the six-six plan of school and grade organization as being particularly desirable for the comparatively small school systems. In fact, some authorities recom-

mend the six-six plan largely for communities where the total pupil enrollment in grades seven through twelve is under 600 to 800 pupils. In practice, however, pupil enrollments in high schools of the six-year type vary from fewer than 200 to 3,111 pupils.

In view of the fact that the trend toward the six-year type of secondary

TABLE VI

NUMBER AND PERCENT OF PUBLIC AND PRIVATE SIX-YEAR TYPE HIGH SCHOOLS
IN FIVE STATES REPORTED BY ENROLLMENTS FOR 1953-54

	Enrollments, 1953-54											Total
	Under 200	200- 299	300- 399	400- 499	500- 599	600- 699	700- 799	800- 899	900- 999	1,000- 1,499	1,500- More	
Arkansas												
All types	19	2	18	18	8	5	4	4	1	2	2	105
Six-year	12	16	11	8	5	3	2	4	1	0	1	63
Percent	63.2	66.7	61.1	44.4	62.5	60.0	50.0	100.0	100.0	00.0	50.0	60.0
Indiana	18	21	24	24	20	16	5	8	4	21	21	182
Six-year	11	14	16	11	9	8	2	5	0	9	6	91
Percent	61.1	66.7	66.7	45.8	45.0	50.0	40.0	62.5	00.0	42.6	28.6	50.0
Michigan												
All types	16	32	30	36	32	24	9	7	9	22	39	256
Six-year	3	7	14	11	16	10	4	3	2	4	0	74
Percent	18.8	21.9	46.7	30.6	50.0	41.3	44.4	42.9	22.2	18.2	00.0	28.9
Ohio												
All types	47	107	71	61	30	30	24	18	15	49	25	477
Six-year	21	67	35	29	17	13	7	5	6	9	8	217
Percent	44.7	62.6	49.3	47.5	56.7	43.3	29.2	27.8	40.0	18.4	32.0	45.5
West Virginia												
All types	18	30	32	17	20	15	12	11	4	16	2	177
Six-year	17	23	20	14	13	9	8	6	3	6	1	120
Percent	94.4	70.7	62.5	82.4	65.0	60.0	66.7	54.5	75.0	37.5	50.0	67.8

TABLE VII
NUMBER AND PERCENT OF PUBLIC AND PRIVATE
HIGH SCHOOLS OF THE SIX-YEAR TYPE BY PUPIL
ENROLLMENT FOR FIVE STATES, 1953-54

Enrollment	Schools: All Types	Schools: 6-Year Type	Percent: 6-Year Type
Under 200	118	64	54.2
200-299	214	127	59.3
300-399	175	96	54.9
400-499	156	73	46.8
500-599	110	60	54.5
600-699	90	43	47.8
700-799	54	23	42.6
800-899	48	23	47.9
900-999	33	12	36.4
1,000-1,499	110	28	25.5
1,500-More	89	16	17.9
Total	1,197	567	47.2
Median Pupil Enrollment*	458.7	396.4	

* Median Pupil Enrollment in Six-Year High Schools by States:

Arkansas	331.8 pupils
Indiana	440.9
Michigan	512.5
Ohio	355.7
West Virginia	400.0

school appears to have been most pronounced in Arkansas, Indiana, Michigan, Ohio, and West Virginia, these five states have been selected for special study to determine whether six-year high schools tend to be found largely among the schools of any particular enrollments. This information is presented in Table VI. Both public and private high schools are included in this study.

In the five states under consideration, high schools of the six-year type are found in substantial numbers in each of the pupil enrollment groups. The proportion of high schools of the six-year type remains consistently high until the pupil enrollment reaches approximately 900 pupils. There is a marked decline in the percentage of six-year high schools after the enrollment reaches 900 pupils.

Minnesota and Oklahoma have a comparatively large percentage of high schools of the three-year type which hold membership in the North Central Association. Minnesota has 87 three-year senior high schools, 27 four-year high schools, and only five of the six-year type. Michigan is a state with comparatively high percentages of both three-year and six-year high schools while Oklahoma has only two types, the three-year and the four-year schools. It is apparent from the information presented in Table VIII that the percentage of high schools of the three-year type is high in practically all pupil enrollment groups for both Minnesota and Oklahoma. Apparently, in these two states the six-three-three plan of school and grade organization has been adopted by many communities without much consideration having been given to the size of the pupil enrollment as one of the determining factors in selecting the most effective and most economical plan of organization for the particular school system. In contrast, Michigan is a state in which the six-six plan seems to have been adopted by the smaller school systems and the six-three-three plan by school districts with the larger pupil enrollments.

SUMMARY OF TRENDS IN SCHOOL AND GRADE ORGANIZATION

The following trends appear to be indicated by the information which has been presented in the preceding tables:

1. Apparently there had been a marked trend toward the three-year senior high school prior to 1931. This trend seems to have leveled off during the twenty year period following 1931. A slight upward trend appears to have started about 1952. The junior high school movement started about 1910 and probably reached its high peak of popularity shortly prior to 1940.
2. A slight trend toward the six-year high

TABLE VIII

NUMBER AND PERCENT OF PUBLIC AND PRIVATE SCHOOLS OF THE THREE-YEAR TYPE
(Grades 10-11-12) IN MICHIGAN, MINNESOTA, AND OKLAHOMA REPORTED
BY ENROLLMENTS FOR 1953-54

Enrollment	Michigan			Minnesota			Oklahoma			Total		
	Num- ber	Num- ber	Per- cent	Num- ber	Num- ber	Per- cent	Num- ber	Num- ber	Per- cent	Num- ber	Num- ber	Per- cent
	All Types	3-Year Type	3-Year Type	All Types	3-Year Type	3-Year Type	All Types	3-Year Type	3-Year Type	All Types	3-Year Type	3-Year Types
Under 200	16	1	6.25	24	15	62.5	67	37	55.22	107	53	49.53
200-299	32	4	12.5	19	17	89.47	27	14	51.85	78	35	44.87
300-399	30	4	13.33	18	15	83.33	12	5	41.67	60	24	40.0
400-499	36	6	16.67	14	11	78.57	16	10	62.5	66	27	40.91
500-599	32	4	12.5	7	6	85.71	6	5	83.33	45	15	33.33
600-699	24	4	16.67	3	2	66.67	3	2	66.67	30	8	26.67
700-799	9	2	22.22	11	9	81.81	3	1	33.33	23	12	52.17
800-899	7	2	28.57	4	0	00.00	3	2	66.67	14	4	28.57
900-999	9	3	33.33	4	2	50.0	2	1	50.0	15	6	40.0
1,000-1,499	22	6	27.27	10	7	70.0	3	3	100.0	35	16	45.71
1,500-Up	39	18	46.15	5	3	60.0	5	5	100.0	49	26	53.06
Number of Schools	256	54		119	87		147	85		522	226	
Percent— Three-Year			21.09			73.1			57.82			43.29
Median Enrollment	543.8	900.0		391.7	376.7		224.1	239.3		424.2	403.7	

school seems to have started prior to 1931. Twenty years later, 22.28 percent of all high schools, public and private, holding membership in the North Central Association were of the six-year type. There has been only a slight increase in the percentage of schools of the six-year type since 1951. During the school-year 1953-54 approximately one out of every four public high schools was a school of the six-year type.

- The trend away from the four-year high school has been quite pronounced since 1931 and this trend appears to be continuing.
- Among the private high schools holding membership in the North Central Association there seems to have been no marked trend away from the four-year type.
- High schools of the three-year and the six-year type were found in all pupil-enrollment groups. There appears to be some tendency for the school systems with the larger pupil enrollments to adopt the six-three-three plan and for those with the smaller enrollments to adopt the six-six plan of school and grade organization. There was a marked drop in the number and percentage of six-year high schools in en-

rollment groups larger than 900 pupils. This was particularly noticeable in states which had a fairly large number of both three-year and six-year high schools, such as Indiana, Michigan, and Ohio. In studying pupil enrollments in relation to types of high schools, consideration was given to the fact that six-year schools have enrollments in six grades while three-year high schools include only three grades.

- Median pupil enrollments in six-year high schools varied among the five states included in the study relating to the size of these schools. The median pupil enrollment in six-year high schools for the five states was 396.4 while the median enrollment in all other types of high schools in these states was 458.7 pupils. It should be kept in mind, however, that schools other than those of the six-year type included fewer than six grades. The six-year high school appears most likely to be one with an enrollment of fewer than 900 pupils. Most of these secondary schools, however, are comparatively small institutions enrolling from 300 to 600 pupils. Experience seems to indicate that some of the advantages of the six-year type of high school begin to disappear

- when the pupil enrollment exceeds about 900 pupils.
7. High schools located in foreign countries and classified as "Dependents' Schools" by the North Central Association are all four-year and six-year high schools, the majority of them being of the six-year type.
 8. The trend away from the four-year high school is much more pronounced in some states than in others. In Illinois, Arizona, and South Dakota percentage of four-year high schools is unusually high. In Arkansas, Indiana, Michigan, Minnesota, New Mexico, Ohio, Oklahoma, West Virginia, and Wyoming, less than half of the high schools holding membership in the North Central Association, are four-year schools.
 9. While the trend toward the six-year type of high school seems to have increased rapidly during the twenty-year period following 1931, this trend appears to have remained almost stationary since 1951. The reason is unknown, but it might be accounted for by the high cost of building construction within recent years which has kept many communities from making changes which would require building construction.

CONCLUSIONS¹

In the nineteen states comprising the territory of the North Central Association of Colleges and Secondary Schools the four-year high school is still the predominant type of high school; 55.06 percent of all member public high schools and 94.64 percent of all private high schools being institutions of this type. In some states there has been no marked trend away from the four-year high school, while in some states six-year and three-year secondary schools constitute the majority of all high schools.

Beginning about 1910 and continuing for about a quarter of a century there was a marked trend in many states toward the adoption of the six-three-three plan of school and grade organization. The junior high school

for grades seven, eight, and nine; and the senior high school including grades ten, eleven, and twelve, became very popular. The adoption by a community of the six-three-three plan was widely looked upon as a sign of progress. During the past twenty-five years there has been even a greater trend toward the six-year secondary school which includes grades seven through twelve. Approximately one-fourth of all public high schools holding membership in the North Central Association are six-year high schools.

There are a number of five-year high schools, including grades eight through twelve, which are members of the North Central Association. Usually a five-year high school is one which is in a stage of transition from the four-year to the six-year secondary school. The percentage of such high schools appears to remain constant throughout a period of years.

There are a number of factors which should be taken into consideration in selecting the best plan of organization for a particular community. In some communities the people are likely to consider only a plan which will insure the continued use of existing buildings. In such communities the bonding power of the school district is likely to be exhausted in adding rooms and in patching up old structures with little consideration of the educational needs. There is likely to be little to show for the money spent. In other communities the pupil population is looked upon as the sole determining factor and the result is a waste of good buildings and facilities which might well be continued in use for many years. Frequently a plan is adopted with no thought with respect to its initial cost and continued expense of operation. Prior to the adoption of any plan of school and grade organization a thorough survey should be made of existing

¹ Although these conclusions reflect portions of the original report not presented here, they are included because they flow logically from the facts printed in the preceding pages.—EDITOR

buildings, the school population and its distribution within the district, the occupations and industries in which young people would most likely find employment upon completion of school, the educational needs of the pupils and of the community, the availability of suitable school sites, the possibilities relating to increases or a decline in the population, the tendency for high school graduates to enter college, and the financial ability of the district to pay for the kind of schools which the people want. When all such factors are carefully considered the local school authorities should be in a sound position to proceed with the best plan for the continued improvement of the schools of the district over which they have jurisdiction. In some communities it would likely be best to continue the eight-four plan or the six-two-four plan of school and grade organization. In some communities it might be best to retain the township or community high school district with underlying elementary school districts. In other communities, the six-six plan with a centrally-located six-year secondary school might clearly be the best plan from both an educational and an economical point of view. The six-three-three or the six-four-four plan, or perhaps some other arrangement, might well prove to be the most desirable pattern of school and grade organization for many communities. It is quite evident that no one plan will best meet the needs of all school communities.

During a long period of years, various factors and influences gradually brought about a widely accepted plan of school and grade organization commonly known as the eight-four plan, eight years of elementary and four years of secondary education. The grading of pupils, largely on an age basis, was commonly adopted as an

aid to instruction. Through years of experimentation, much of it of the unplanned variety based on subjective opinion, the subject-matter and instructional procedures were developed and organized on a grade-level basis. Rough standards of achievement gradually were assigned to each grade level and pupils were commonly expected to attain a certain standard and to complete satisfactorily the subjects which belonged to a particular grade before they could be promoted to the next higher grade. Many pupils were unable to do this and the usual practice was that of requiring them to spend two or more years in the same grade. The retardation of pupils and over-ageness-in-grade became problems of greatest concern to teachers and school administrators during the period extending from about 1910 to 1940. A great many studies were made of the ages of pupils in relation to grade and a lot of time was spent in making age-grade curves. It was shown that a large proportion of the pupils had remained two years in at least one grade and that many pupils were over-age two or three years by the time they had completed the eighth grade. Many of the major studies, showing for the majority of pupils, that the period of adolescence began about the time that pupils were entering the seventh grade, were made about a quarter of a century ago at a time when a great many over-age pupils were entering the seventh grade. Most authorities agree that the period of elementary education should end and that the period of secondary education should begin at about the point where adolescence starts. The natural division-point seemed to be at about the time when pupils were entering the seventh grade. Consequently, grades one through six are now generally regarded as belonging to the period of elementary education and grades seven

through twelve are commonly assigned to the period of secondary education.

During the past few years the policy of promoting all pupils each year, regardless of their achievement, has been widely adopted as a way of solving the over-age-in-grade problem. Few schools now follow the former practice of non-promotion for failure to complete the work of a grade or to attain a satisfactory level of achievement. This means that pupils are now entering the seventh grade at a somewhat younger age than formerly. Many pupils now beginning the seventh grade have not yet entered the period of adolescence. Such pupils placed in a school with adolescents constitute a special problem, particularly in schools of the six-year type. The fact that many of these pupils are both young and low in ability and achievement still further complicates the problem of dealing with them in junior high schools and in six-year secondary schools. Under present conditions, perhaps it might be wise to re-examine the problems relating to achievement and to the physical and social maturity of pupils in relation to chronological age and grade placement. Possibly the period of elementary education includes grades one through seven rather than grades one through six. Perhaps a plan which might best

help to solve the problems presented by the situation which now exists would be the seven-five plan of school and grade organization, rather than the six-three-three or the six-six plan. It is entirely possible to conceive of a plan under which the seventh grade and the twelfth grade could be looked upon as special grades. In the elementary school those pupils who needed more time to complete the work of the elementary school and those who had not matured as rapidly as the average pupil would be required to spend the seventh year in the elementary school. The educational program for this special grade would be adjusted to meet the needs of the individual pupil. In the high school, the twelfth grade might also be looked upon as a special grade with a program planned to meet the needs of those who expected to go to college and of those who planned to start making a living upon graduation from high school.

No one plan of school and grade organization is likely to meet the needs of all school communities. Each school district has problems and factors which must be carefully considered in selecting the plan of organization which is best from an educational and economic point of view for the particular community.

College Credit for Workshops, Travel Tours, and Extension Classes

THE NUMBER OF COLLEGE CREDITS earned by means of attendance at workshops, engaging in travel tours, and enrolling in extension classes is not known; but the number is increasing with the demand of the public for college work by means other than "regular resident class attendance."

Present practices among North Central Association Colleges were studied by a committee of the North Central Association Summer School Conference. This group of college deans, presidents, heads of departments of education, and summer school directors meet in conjunction with the annual North Central Association convention in Chicago. The absence of interest and information concerning the mushrooming addition of college credits was noted by this group, and a preliminary survey of the situation was called for. Accordingly, in 1954-1955 an inquiry was sent to the registrars of all North Central Association colleges. Only undergraduate programs were studied. Three hundred thirteen colleges were contacted, and 258, or 83 percent, returned usable information. One hundred public institutions and 158 private institutions sent replies. Apparently there is interest in problems involved with these practices.

The survey attempted to answer several questions. (1) What is the incidence of these programs among North Central Association colleges?

(2) What are the practices with reference to time required for earning credit in these situations? (3) What are some of the problems that call for further attention? Attention will be given to these questions in the foregoing order.

INCIDENCE OF PROGRAMS

The frequencies with which the different practices indicated in the first paragraphs were reported are shown in Table I.

WORKSHOP PROGRAM

One-, two-, and three-week workshops are offered by more than 40 percent of the public colleges. The two-week period predominates in private institutions. The typical amount of

TABLE I
THE INCIDENCE OF WORKSHOPS, TRAVEL TOURS,
EXTENSION CLASSES

	Public Institutions		Private Institutions	
	Num- ber	Per- cent	Num- ber	Per- cent
Workshops	85	85	48	30
Travel Tours	41	41	29	12
Off-Campus Classes*	78	78	46	29
On-Campus Classes*	51	51	44	28

* Designated as extension by some, but not by all institutions.

TABLE II
CLOCK HOURS CONTACT PER WORKSHOP PERIOD

Workshop	Public Colleges		Private Colleges	
	Median	Range	Median	Range
One-week (1 sem. hr.)	24	12-40	28.5	12-60
Two-week (2 sem. hrs.)	43.5	20-108	37	25-60
Three-week (3 sem. hrs.)	65	30-162	45	30-100
Four-week (4 sem. hrs.)	95	40-216	—	—

credit granted per workshop-week is one semester hour. The amount of time in clock hours required to earn one semester hour of credit per week is shown in Table II. The findings show: (1) There is no well-distinguished pattern with reference to the amount of time required for a semester hour of credit in a workshop. (2) In public institutions the median clock hours required per semester hour of credit approximates twenty-three. In private institutions somewhat less time is required. (3) The range in clock hours required per semester hour credit is very great. Some institutions require twice as much contact-time as others. Question: Should there be some recognized minimum of clock-hour contact-time for a semester hour of credit in a workshop?

TRAVEL TOURS

Travel tours in the seventy institutions reporting extended from one to nine weeks in length. The types of tours and time allocated are shown in Table III.

It is evident from the report that: (1) Forty percent of the public institutions offer credit based on travel tours, while less than one-eighth of the private institutions do it. (2) The public schools favor domestic tours while the private institutions are more interested in foreign travel. (3) The typical domestic tour lasts three weeks, and

TABLE III
TYPES AND TIME FOR TRAVEL TOURS

Length of Tour in Weeks	Domestic		Foreign	
	Public	Private	Public	Private
One	3	1	—	—
Two	3	1	—	—
Three	14	2	4	2
Four	4	0	3	1
Five-six	8	0	11	11
Seven-nine	—	—	5	10
Total	32	4	23	24

the foreign tour, six weeks. (4) It appears well-established that one semester hour of credit is granted for each week of travel-tour study.

OFF-CAMPUS CLASSES

Seventy-eight, or 78 percent, of the public institutions offer classes off campus, and forty-six, or 29 percent, of the private institutions also provide this service. Some classify the courses as "extension" and others do not. The study concerned the number of meetings and the amount of contact time per semester hour of credit. Table IV shows the amount of contact time in minutes per semester hour of credit.

An analysis of the returns shows: (1) There appears to be some agreement that from 800 to 900 minutes of contact time should be needed to earn one semester hour of credit. (2) The

TABLE IV
CONTACT IN MINUTES PER SEMESTER HOUR CREDIT

Semester Hours	Public Institutions		Private Institutions	
	Median	Range	Median	Range
One	900	720-1,500	850	750-920
Two	1,800	1,350-3,000	1,700	1,350-4,680
Three	2,400	660-4,500	2,400	1,440-3,240

range shows that a number of institutions require twice as much contact time as others to earn the same amount of credit. "Diversity" appears to be the pattern.

The number of meetings of a class required to establish credit is not well established. For a one-hour course the number of meetings ranged from 5 to 18. In the two-hour courses from 8 to 30 meetings were set up. The three-hour courses call for from 8 to 45 meetings of the classes. The cloth is apparently cut to fit the needs of the students, the instructor, and the institution.

ON-CAMPUS CLASSES

Fifty-two, or 52 percent, of the public institutions and forty-four, or 28 percent, of the private institutions provide on-campus classes which may be attended by students other than those regularly enrolled as "resident" students.

The picture, as far as the minute-contact-time per semester hour is concerned, is much the same as it is in institutions offering the off-campus work. The findings show: (1) There appears to be some agreement that 800 contact-minutes are essential for one semester hour of credit. (2) The data show ranges of 1 to 10, with many institutions reporting twice as much time for an equal amount of credit. (3) The number of meetings for a semester hour of credit ranges from 5 to 24.

THE EXTREMES

Let us imagine two public colleges, both accredited by the North Central Association, and each offering courses by workshop, travel, and off-campus classes. *College A* offers three semester hours of credit for one week of workshop, whereas *College B* offers one semester hour for a three-week workshop program. When credit is allowed for a Travel Tour, *College A* grants six semester hours of credit for a three-weeks jaunt, while *College B* grants $2\frac{2}{3}$ semester hours for the same experience. If a student enrolls in an off-campus class in *College A* he may have to attend as few as eight meetings and spend a total of 675 minutes of contact time per credit hour. If he attends a class sponsored by *College B* he may have to attend as many as eighteen classes and spend 1,500 minutes for one hour of credit. These extreme cases are cited because apparently standards are non-existent with reference to programs offered other than those in which students come to campus and attend classes "in residence."

FURTHER STUDY NEEDED

What a study of institutions not accredited by the North Central Association would disclose we do not know. Greater extremes and as much or more "diversity" are anticipated. Also, what other accrediting agencies know about the situations in their respective terri-

tories is not known. Further, what are the practices with reference to graduate programs?

This we do know: "new-type" college programs of one kind and another for which college credit is granted are growing in number and in usefulness. That they should be on a sound footing in terms of a reasonable amount of work required for college credit is the thought of the group of summer school directors who interested themselves in this topic. At this point no "minimum-

requirement" is proposed, but it appears that some standard will be needed to establish quality in these programs.

A more complete analysis of the findings of this committee is available in the office of the writer, who is president of Black Hills Teachers College, Spearfish, South Dakota. This analysis shows that the Colleges are riding off in all directions, firing buck shot, and bagging semester hours of credit as they gallop and shoot.

Psychological Testing as Part of the Master's-Degree Program in Education

IN PAST DELIBERATIONS and actions graduate faculties have given considerable attention to the problems inherent with the proper selection and admission of students to graduate work in Education. After admission, guidance on an individual basis as far as possible has been attempted by most institutions. One important phase of the process of selection, admission, and guidance of students has been the use and application of various types of psychological tests.

In a questionnaire sent during the academic year of 1953-54 to 308 schools which list graduate work in Education as a part of their programs, a number of questions were included concerning the number, type, and use made of psychological tests for screening and guidance of Master's-degree candidates. A total of 282 schools, or 92 percent, returned the questionnaire. The completed forms were well distributed according to current enrollment, principal source of financial support, classification of the type of school, and the accrediting association to which the schools are affiliated.

A broad question, asking whether or not psychological tests are administered to students selecting a Master's-degree program with major in Education, was answered by 276 of the schools by checking either "Yes" or "No." Of these, 105, or 38 percent,

checked "Yes" and 171, or 62 percent "No." This means that the latter indicated that absolutely none are used in any form or for any purpose. Of the 105 schools using psychological tests (Table I), only 8 percent employ them

TABLE I
THE NUMBER AND PERCENT OF SCHOOLS USING
PSYCHOLOGICAL TESTS FOR PURPOSES OF
SCREENING, SELECTION AND GUIDANCE

Purpose	Number	Percent
Guidance	17	16
Screening and selection	8	8
Both	80	76
Total	105	100.0

exclusively for screening and selection, and 16 percent restrict their use to guidance. A high of 76 percent of the schools indicate use of tests for purposes of both screening and guidance.

Another part of the questionnaire concerning trends in graduate Education disclosed that only six of the 105 schools referred to above initiated a testing program during the last five years. The indication is that the testing programs now in existence have a history extending over a long period of time in those schools which do make use of them. While there was little evidence of a specific movement in the direction of more testing of this type,

there is some evidence that screening and selection may receive more attention in the future. What this denotes for the role of testing is not clear.

A list of the 29 different tests reported in use by colleges and universities is too long to report here. Further, the responses show that there is little consistency in the types of individual tests used and in the combinations of tests forming a modified battery where more than one test is employed. In Table II, however, is found the titles

TABLE II
FREQUENCY WITH WHICH 105 SCHOOLS REPORT
THE USE OF SELECTED PSYCHOLOGICAL
EXAMINATIONS

Test	Num- ber	Per- cent
Graduate Record Examinations (Aptitude and special parts)	37	35
Miller Analogies Test	30	29
Ohio State University Psycholog- ical Test	14	13
American Council on Education Psychological Examinations	12	11
National Teachers Examinations	11	10
Minnesota Multiphasic Person- ality Inventory	4	4
Cooperative English Test (PM)	4	4
Army General Classification Test	2	2
Minnesota Teachers Attitude In- ventory	2	2
One of a kind	39	37

of the tests listed where more than one school indicated their use. It becomes obvious from this table that psychological testing is marked by a lack of consistency rather than by a uniform pattern. Of the schools reporting that they use tests, 39 specific psychological tests used by 37 percent of the schools were limited to one institution. Out of the 105 schools only two particular tests were adopted by an appreciable number of the total group: the Graduate Record Examinations, by 35 per-

TABLE III
THE NUMBER AND PERCENT OF 105 SCHOOLS
USING VARIOUS NUMBERS OF EXAMINATIONS

Tests	Number	Percent
One only	68	65
Two only	27	26
Three only	7	7
Four or more	3	3

cent and the Miller Analogies Test, by 29 percent.

Table III reveals that, while testing is administered by 38 percent of the schools, even within this group almost two-thirds have a rather limited testing program restricting their testing to the minimal level of relying on one psychological examination. Next in frequency, 26 percent report the use of two; 7 percent, three; and 3 percent, four or more in various combinations. The maximum number of tests reported by any one school was eight. Other than a small number of schools using what might be classified as an aptitude test in combination with an English performance examination, no clear pattern emerged in the groups of tests where more than one were administered. Three schools indicated a limited use of a psychological clinic for

TABLE IV
THE NUMBER AND PERCENT OF 276 SCHOOLS
USING PSYCHOLOGICAL TESTS IN THE
SIX MAJOR ACCREDITING REGIONS

Region	Number		Percent	
	Yes	No	Yes	No
Middle States	15	42	26	74
New England	4	25	14	86
North Central	44	36	55	45
North Western	8	17	32	68
Southern	25	40	38	62
Western	9	11	45	55

problem cases wherein tests were selected to meet the individual needs of the persons concerned.

A breakdown of the amount of testing done on a regional accreditation basis is presented in Table IV. The colleges and universities which are members of the North Central Association report more testing than any other region, indicating a 55-percent use; the Western Association follows in second place with 45 percent; and the New England Association ranks last on the list, with only 14 percent of the schools indicating that psychological test results are sought in their Master's-degree programs with a major in Education, for either screening and selection, or guidance purposes.

SUMMARY

In summary, only 38 percent of the colleges and universities report using psychological examinations as a part of their screening and guidance program for Master's-degree candidates majoring in Education. Of this group, 65 percent rely on one test, with one school using as many as eight tests. Psychological testing, where it is employed, is utilized for broad purposes and not restricted to any one function. Standardized tests as a part of the graduate selection and guidance program finds greatest favor in schools accredited by the North Central and Western Associations, and least in those accredited by the New England Association

Publications of the North Central Association

Unless otherwise indicated, address communications to the Secretary, North Central Association of Colleges and Secondary Schools, Charles W. Boardman, University of Minnesota, Minneapolis Minnesota.

- I. THE NORTH CENTRAL ASSOCIATION QUARTERLY, Editorial Office, 4019 University High School Building, University of Michigan, Ann Arbor, Michigan.
- II. Publications produced or sponsored by Committees or Subcommittees of the Commission on Research and Service.
 - A. Unit Studies in American Problems—a new and challenging type of classroom text materials sponsored by the Committee on Experimental Units for the use of students in high-school social studies classes. Charles E. Merrill Company, 400 S. Front Street, Columbus 15, Ohio.
 1. *Atomic Energy*, by WILL R. BURNETT
 2. *Conservation of Natural Resources*, by E. E. LORY and C. L. RHYNE
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 - B. Unit Studies for Better Learning—McGraw-Hill Book Company, New York.
 1. *Sprouting Your Wings*, by BRUCE H. GUILD
 - C. Pamphlets produced as outgrowths of committee studies and projects.
 1. Study of Teacher Certification.
 2. Developing the Health Education Program.
 3. Better Teaching Through Audio-Visual Materials. (10¢)
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 5. Better Colleges, Better Teachers—Macmillan Company, 60 Fifth Avenue, New York 11, New York.
 6. Incentives used in Motivating Professional Growth of Teachers (single copies 25¢, quantities of 10 or more 15¢ each).
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 - D. *Syllabus—Functional Health Training*, by LYNDA M. WEBER. Published and distributed by Ginn and Company, Chicago.
- III. Publications of the Commission on Secondary Schools, distributed free to members of the Commission and member schools.
 - A. *Policies, Regulations, and Criteria for the Approval of Secondary Schools*
 - B. *Handbook for State Chairmen and Reviewing Committees*
- IV. Publications available from the Office of the Secretary, Commission on Colleges and Universities, North Central Association, 5835 Kimbark Avenue, Chicago 37, Illinois.
 - A. *Revised Manual of Accrediting*. \$2.00 (unbound)
 - B. Reprints from the NORTH CENTRAL ASSOCIATION QUARTERLY and other pamphlets available in limited numbers, free of charge.
 1. Annual list of institutions of higher education accredited by the Commission on Colleges and Universities.
 2. "Principles of Freedom in Teaching and Research," an extract from *The Evaluation of Higher Institutions*, Vol. II. *The Faculty*.
 3. "Know Your North Central Association," 1955.

4. "Faculty Inquiry into Intercollegiate Athletics," 1953 (A guide to a self-evaluative procedure for faculty committees that may wish to use it).
 5. "Athletics in Some of the Better Colleges and Universities," April, 1953.
 6. "The Impact of Foundations on Higher Education." Addresses by ROBERT D. CALKINS, WILMER SHIELDS RICH, and L. K. TUNKS. 1954.
 7. "Faculty Training and Salaries in Institutions of Higher Education," by MANNING M. PATTILLO and ALLAN P. PFNISTER, April, 1955.
- V. Publications jointly sponsored by the North Central Association and other educational organizations or agencies.
- A. *Your Life Plans and the Armed Forces*. 160 pages, 8½×11. Paper, \$2.00; *Teachers Handbook*, 8½×11. Paper. 32 pages, \$0.60. Order from the American Council on Education, 1785 Massachusetts Avenue, Washington 6, D. C.
 - B. *A Guide to the Evaluation of Educational Experiences in the Armed Services*, 1954 Revision: Formal Service Courses in Schools. Published in cooperation with the American Council on Education and eighteen other accrediting and standardizing educational associations. Order from the American Council on Education, 1785 Massachusetts Avenue, Washington 6, D. C. \$5.00.
 - C. Publications of Cooperative Study of Secondary School Standards. Available from 1785 Massachusetts Avenue, Washington 6, D.C.
 1. *Evaluative Criteria* (1950 Edition), cloth \$3.50; paper. \$2.50. Complete set of separate sections (one copy each, Sections A through Y) unbound \$2.50; single copy of any section, \$0.25. Separate sections (sold in banded sets of 5 copies of each section priced to effect a saving for schools requiring multiple copies of specific sections): A *Manual*, 90¢; B *Pupil Population and School Community*, 70¢; C *Educational Needs of Youth*, 60¢; D *Program of Studies*, 50¢; D-1 *Core Program*, 50¢; D-2 *Agriculture*, 50¢; D-3 *Art*, 50¢; D-4 *Business Education*, 50¢; D-5 *English*, 60¢; D-6 *Foreign Languages*, 50¢; D-7 *Health and Safety*, 50¢; D-8 *Home Economics*, 50¢; D-9 *Industrial Arts*, 50¢; D-10 *Industrial Vocational Education*, 60¢; D-11 *Mathematics*, 50¢; D-12 *Music*, 50¢; D-13 *Physical Education for Boys*, 50¢; D-14 *Physical Education for Girls*, 50¢; D-15 *Science*, 50¢; D-16 *Social Studies*, 50¢; E *Pupil Activity Program*, 70¢; F *Library Services*, 60¢; G *Guidance Services*, 70¢; H *School Plant*, 70¢; I *School Staff and Administration*, 90¢; J *Data for Individual Staff Members*, 35¢; X *Statistical Summary of Evaluation*, 70¢; Y *Graphic Summary of Evaluation*, 75¢.
- VI. *A History of the North Central Association*, by CALVIN O. DAVIS, 1945. Pp. xvii+286, \$2.00 plus postage. Available from Editorial Office of THE NORTH CENTRAL ASSOCIATION QUARTERLY, 4019 University High School, Ann Arbor, Michigan.

